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ABSTRACT

This SPEC kit presents the results of a survey which determined employment practices of Association of Research Libraries (ARL) member libraries in 1990 in the areas of cultural diversity, minority recruitment, and affirmative action. Categories surveyed in the area of minority recruitment include hiring activities, advertising available positions, and barriers to recruitment. Results are also presented in the areas of the recruitment of and retention strategies for minority professionals as well as the use of internships, residencies, and scholarships for minorities. Issues and trends are also identified. The kit provides recruitment planning documents, recruitment procedures, contact lists, in-house recruitment strategies, and minority recruitment internship documents submitted by the universities of California (Davis, San Diego, Santa Barbara, Berkeley); Colorado at Boulder; Connecticut; Delaware; Illinois (Chicago, Urbana-Champaign); Iowa; Kentucky; Michigan; Minnesota at Twin Cities; Nebraska; and South Carolina; as well as by Cornell University; Massachusetts Institute of Technology; National Agriculture Library; New York State Library; Ohio State University; the State University of New York (Albany, Stonybrook); and Texas A&M University. (MAB)

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SPEC KIT

September 1990 OMS

Systems and Procedures Exchange Center

ISSN 0160 3582

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Minority Recruitment and Retention in ARL Libraries

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Kit 167

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MINORITY RECRUITMENT AND RETENTION IN ARL LIBRARIES

INTRODUCTION

The American workplace is bracing for the changes anticipated from the now well-chronicled demographic trends. It is predicted that, during the next decade, 29% of the new entrants into the workforce will be minorities. *Workforce 2000*, the report prepared by Hudson Institute in 1987 and funded by the US Department of Labor, identifies three groups from which workers will be drawn: women; African-, Hispanic-, and Asian-American and members of ethnic groups; and immigrants, both legal and illegal.

Employers are taking seriously the difference a more ethnically diverse workforce will make. Both the business and library science literature are beginning to report new approaches to recruitment that recognize the need to create environments in which everyone can flourish. In her article, "Meet Your New Workforce," (*Nation's Business*, Vol. 76, No. 7), Sharon Nelton states that "Companies that do a good job of managing diversity stand to gain such advantages as: 1. hiring and keeping the best of the new labor pool, 2. gaining access to greater innovation, 3. achieving better performance among female and minority workers, and 4. gaining the ability to make the most of ethnic or international markets."

Most professions are developing, implementing, and recommending programs to recruit underrepresented groups, in order to increase the number and achievement levels of minorities in the workforce. Many libraries are examining these programs to generate ideas that could be used in a not-for-profit environment.

Two recent surveys conducted by the Association of Research Libraries Office of Management Services focused on identifying the practices of the 119 ARL libraries in the areas of minority recruitment and retention. The results seem to indicate that while some libraries are getting results, none are experiencing significant success. Many believe their efforts will pay off in the future. Some respondents indicated that the actual hiring of minority librarians did more for improving applicant pools and attracting minority candidates than any other single activity. One challenge raised by several libraries is the need for the profession to recruit more minorities into librarianship to ensure there are enough available applicants. In a few cases, recruitment efforts were dictated by the university to the library as a result of university-wide efforts to increase minority representation. Some academic libraries are targeting their university's student bodies as a target for early recruitment to librarianship.

SURVEY RESULTS

In early 1990, a survey was conducted by OMS to determine the practices of ARL libraries in the areas of cultural diversity, recruitment, and affirmative action. Categories surveyed in the area of minority recruitment included hiring activities, advertising available positions, and barriers to recruitment.

Hiring activities. A total of 87 minorities were hired out of 492 total newly hired librarians (an 18% minority hire rate across all respondents). Those 87 minorities were employed by 33 of the 45 libraries, and of those 33 libraries, 7 institutions account for 41 of the minority hires.

Advertising available positions. The five most popular sources in which to advertise vacant positions (in order of popularity) include: *Chronicle of Higher Education*, *American Libraries*, *College and Research Library News*, *Library Journal*, and *LJ Hotline*. Other sources listed were library associations designated for minorities and women, local newspapers, state or city joblines, minority publications or associations, subject-specific journals, faculty members, student groups, university announcements, state library associations, African American colleges and universities, and non-ARL libraries. Eighteen libraries use a specialized, targeted mailing list, but only 3 libraries felt the list was a good recruiting source. Only 4 libraries believed that their library receives significant minority response to its advertisements, as compared to 34 libraries (75.5%) who do not believe a significant response is received.

Barriers to minority recruitment. The consensus among respondents on the major barriers to minority recruitment are a lack of qualified applicants appearing in the consideration pools and a lack of knowledge on the part of the recruiter about where to find qualified minority librarians. Some institutions have implemented incentives or rewards to foster commitment and motivate the library management and staff. Several libraries discussed the constraints that arise from university personnel screening and recruitment procedures, union contracts, and the required use of personnel rosters.

Recruitment and Retention of Minority Professionals. In

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September 1990, a Quick-SPEC survey on minority recruitment and retention of professionals from underrepresented groups received 74 responses from ARL libraries.

Recruitment and Retention Strategies. Fifty libraries have developed strategies and/or activities for the recruitment of minorities to professional positions. Approaches mentioned included: targeting specific minority librarians for available positions; sharing position announcements with library schools containing high minority enrollment, and when possible, recruiting at the library school; changing vacant positions into entry-level positions so that extensive library experience is not a pre-requisite for hiring; removing extraneous qualifications from the position description, including listing second masters degrees as preferred rather than required; developing promotional materials that highlight employment opportunities within the library for minorities; establishing relationships with higher education institutions with significant minority enrollments; establishing practicums or cooperative education programs.

Thirty libraries reported they involved minority librarians, already in employed, in the recruitment process. More than half of the 30 libraries utilized minority librarians on search and screening committees, in addition to networking, making referrals, and interviewing. Other respondents are recruiting minority paraprofessionals already on staff to the profession, and provide support such as tuition reduction or remission, mentoring, counseling, educational leave, training, and promotion.

Forty-one libraries currently have strategies/activities for recruitment and/or retention under development. In most of these libraries, internal activities such as reviewing, planning, evaluation and assessment of these programs are in progress. The variety of activities under development include seeking funds for scholarship/internship programs; developing plans to educate students about the library profession as early as the elementary school-age level; implementing mentoring programs for minority librarians; establishing library affirmative action committees or diversity committees; developing diversity librarian positions; developing a listing of minority professionals in academic libraries and on library school faculty; changing the focus of the minority residence program to recruit minority librarians in public or smaller academic libraries who would be interested in a "sabbatical" experience in a large academic library; establishing field placement/internships with library schools; developing special programs for minority library staff and students to learn about careers in library science; actively recruiting minority student workers and participating in university job fairs; utilizing a minority data bank and developing plans to introduce minority students to the profession of librarianship.

Perhaps the most creative, the most long term, and the programs least likely to lend themselves to immediate quantitative evaluation are those in which the targets are undergraduates who may not yet have even identified library school as a future possibility.

Internships, Residencies and Scholarships. Libraries reported to have internships, or similar programs are located in California, Illinois, Iowa, Michigan, Minnesota, New York, Ohio and South Carolina. The format of these programs varies from internships that provide part-time employment while attending library graduate school to full stipends and tuition to attend graduate school. Some offer 2-year internships after completion of the masters degree. Several of these programs are in cooperation with library schools. One unique program recruits minority paraprofessionals and develops their library skills. No survey respondent complained of a lack of minority applicants when advertising for "specialty" positions, such as minority intern. In most cases, the intern is eligible to apply for library positions which may become available during their second year of internship.

ISSUES AND TRENDS

Libraries have been engaged in minority recruitment activities since the 1960s, with limited apparent success. New initiatives are needed to address the new challenges inherent in the developing demographic shift. Libraries must broaden their recruitment efforts if they wish to achieve a true representation of the increasingly diverse population.

The demand for members of underrepresented groups will be highly competitive--libraries will be competing with industry and the other professions to attract the best and the brightest. Until the representation of minorities in academic and research library community begins to approximate that of the general population, libraries must recognize their successful recruitment efforts as a contribution to the profession at large, and not adopt a "proprietary" attitude regarding professional staff.

This is the point at which the issue of minority recruitment can be seen as a part of the larger problem of recruitment to the profession overall. In order to recruit the quality of staff needed for libraries to be successful in the next decade and into the next century, management will need to be more aggressive regarding bread-and-butter issues like salary, opportunities for advancement, and continuing education as well as intrinsic issues related to job satisfaction, professional development, and personal growth. It is important for libraries to continue to monitor and analyze recruitment activities so that efforts can be revised to achieve the best possible results.

Contributing authors include Janice H. Burrows, (University of California, Berkeley), Kriza A. Jennings, and C. Brigid Welch (ARL/Office of Management Services). This kit/flyer is a project of the OMS Collaborative Research/Writing Program.

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RECRUITMENT PLANNING DOCUMENTS

UIC
The University of Illinois at Chicago

Office of the Executive Vice Chancellor and
Vice Chancellor for Academic Affairs (M/C 105)
Box 4348, Chicago, Illinois 60680
(312) 413-3450

June 1, 1990

To: Sharon A. Hogan
University Librarian

From: James J. Stukel
Executive Vice Chancellor and
Vice Chancellor for Academic Affairs

Subject: Minority Faculty Recruitment Pool

For each college I have set the headcount of minority faculty from FY 1989 as a base which must be maintained. The base is calculated by taking the number of minorities on the tenure track in the fall quarter of 1988 with an appointment of at least 50%. Your minority faculty base is:

Black	Hispanic	Native American	TOTAL
1	1	0	2

A request for funds from the pool will only be considered if this base number of faculty has been maintained. If you do not maintain the current level of college support for minorities on your faculty you lose the chance for campus support. It is my hope that as the faculty grows so will the representation of minorities on the faculty continue to grow.

Further, allocations of salary funds from the pool are tied to the particular individual supported. If that individual leaves UIC and you have maintained the minority base, you may apply the funds to recruit another minority candidate. If no minority candidates are available, or if the base has not been maintained, the salary funds will revert back to the pool.

The salary funds in the pool are now completely committed. Henceforth, in October each year I will notify the deans of the amount of funds, both for salaries and non-recurring support, available in the pool. Requests will be funded on a first-come, first-served basis. Requests for support will not be considered after April 1. New requests will then be received after the new fiscal year begins July 1.

No requests for support of minority faculty were received from your college. While salary funds are completely committed for FY 1991, non-recurring funds are still available for recruitment package enhancements such as equipment or remodeling. Further, salary funds may become available to recruit faculty to start in FY 1992. Since the representation of minorities on your faculty is below the campus average, I hope you will take advantage of this program.

University of Michigan
"Point of Intersection I," November 1988

University Library Programs and Services in Support of Diversity at The University of Michigan

Recruitment and Retention of Personnel

The University of Michigan Library has established a remarkable record of achievement in developing a diverse staff over the past few years. In terms of minority staffing, the Library is a leader.

In April of 1985, persons in minorities accounted for 13.2% of the total Library staff. In October 1988, the percentage had risen to 17.7%.

The percentage of non-Asian minorities was 5.6% in April 1985; it had risen to 8.9% in October 1988.

Among our librarians, minority representation stood at 13% in April 1985. Today the percentage is 21.5% of our professional force of 102 librarians. The minority staff consists of 13 Asian. 1 Hispanic, and 8 Black librarians.

Set against the achievements of libraries in the University's peer institutions, as reported by the Association of Research Libraries in its 1987 Annual Salary Survey, the University of Michigan Library's record is particularly impressive. ARL's survey of general libraries among its members (not including law and medical libraries) shows a 9.39% minority representation among their 6, 756 academic librarians. Even allowing for differences in reporting periods and other likely variables, we can still reasonably assume that minority staffing in the ranks of professional librarians at the University of Michigan Library is, on average, approximately twice that achieved by libraries in the University's peer institutions around the nation.

These figures are suggestive of the Library's achievements in diversified staffing over the past few years, but they clearly are not cause for self-satisfaction or complacency. Given our total work force of 367 staff employees in the University Library system, a loss of one or two staff members in a given minority category could reduce our gains significantly. But it is clear, nonetheless, that the Library's continuous recruitment and retention of a diverse work force has steadily led to our current standing as a leader among all academic and support units in the University and among peer institutions in the library profession.

This overall achievement is cause for a general optimism that is buttressed by other pertinent factors. For example, the current 22.8% minority representation among our clerical workers augurs well for greater advances in our professional and administrative ranks within a few years, in light of the fact that a majority of our P&A employees are recruited over time from the ranks of our own clerical staff. Even among our temporary student employees—a highly visible group whose presence sends sure signals about our hiring practices to our patrons—the Library has made great progress in minority hiring over the past few years. Students move in and out of employment more fluidly than other job-holders on campus, and their personnel statistics fluctuate accordingly, but in some of our units (the Undergraduate Library and the engineering libraries, for example) as many as 25% of student workers are persons of color during an academic year.

Staff Hiring Policies

In addition to following the University's guidelines on hiring a diverse work force, the Library has been reviewing its own personnel practices during the past three years in light of its particular qualities of diversity and its position as a resource for the entire campus. Especially important in this regard was its October 1986 personnel workshop, "Recruiting & Retaining a Diversified Workforce." In this daylong session for all unit heads and supervisors, the Library administration made a commitment to further diversify its staff. It also furthered its understanding of how to achieve this goal by reviewing pertinent research and legal considerations with the help of guest speakers. In several ways, then, this workshop served to direct and focus the Library's subsequent efforts.

In recent years, administrators and the Library Personnel Office have revised or established a number of policies and procedures for achieving the Library's goals:

- Several job descriptions have been revised to remove extraneous qualifications, such as unnecessary foreign-language skills, that might keep some potential minority applicants from applying.

- For many job postings, campuswide candidate pools are now reviewed by the Library Personnel Office after initial applications have been received and again after interviews have been conducted to determine if potential minority candidates seem not to have applied in sufficient numbers.

- Demonstrated attention to the University's Affirmative Action guidelines is now a criterion for special credit in the merit review process for all Library supervisors.

- For off-campus recruiting, the Library makes special efforts to advertise and register notices in institutions where qualified persons in minority groups are present and are likely to be informed of employment opportunities in the University Library. For clerical positions, for example, the Library notifies appropriate personnel at Cleary College, a business school in Ypsilanti.

Activities Outside the Library

The Library's efforts in recruitment and retention of minorities go beyond the confines of the Library itself and into the profession's training ground at the University's own School of Information and Library Studies. Two of our librarians currently serve as representatives on the SILS Faculty-Alumni Minority Recruitment Committee. This group aggressively seeks applications to the School by members of minority groups, and it meets with currently enrolled minority students to learn of conditions that might, if unrecognized by the School, lead to difficulty in retaining some of those students. By encouraging this participation, the Library contributes to a further broadening of minority membership in the profession overall.

Further Progress, 1989 - 1990

Recruitment of Personnel

Since 1985, the University of Michigan Library has made significant progress in developing a diverse staff. In April of 1985, minority persons accounted for 13.2% of the staff. In October 1988, when the first Point of Intersection report was written, the percentage was 17.7%. The most current personnel report, April, 1990, indicates that minorities now comprise 20% of Library staff. This represents seven more newly hired minority persons in 16 months. Library Personnel and supervisors are striving for constant, steady progress over time as they hone their skills in the complexities of minority recruitment.

Staff Hiring Initiatives

Initial efforts to hire a diverse workforce concentrated on reviewing University and Library personnel practices. The Library continues to adjust job descriptions routinely to remove extraneous qualifications, post positions in publications known to be of high interest to minorities, and target mailings to potential applicants.

More recently, Personnel has begun one-on-one counseling of supervisors to assist them in developing the skills and values needed to meet Library and unit diversity goals. Personnel challenges Library supervisors to introduce diversity into their hiring processes and thinking. They support supervisors by reviewing searches and hiring decisions with them, helping them build a diversity perspective.

Minority persons seeking employment with the University Library are often directed to all openings for which they meet the minimum qualifications. This helps to keep from losing minority candidates who may only be aware of one opening, but who could also be in consideration for other positions.

A recent incident demonstrates the Library's proactive posture in employing the disabled. A person being considered for a clerical position had a condition which prevented her from accurately representing her keyboard abilities when taking the University-wide typing test on a standard typewriter. Library Personnel challenged the policy of testing on outdated typewriters instead of using computer keyboards. Keyboards are movable, allowing for better performance for some disabled people. The disabled candidate was able to more accurately represent her typing abilities by using the keyboard and was hired. The University agreed to change its mechanism for testing typing proficiency to allow for the use of keyboards. Although this is a small victory, it will have lasting significance for the disabled on the University of Michigan campus.

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

PROGRAM ANALYSIS

IV. RECRUITMENT AND HIRING

NAL has not been adding to its total work force. Most of the vacancies result from normal turnover, which also has been down during the past few years. The hiring that NAL has done has been through the register system and that is where non-women minorities are not represented so that we have an opportunity to even consider them. Nearly all candidates are women.

In the future, NAL will allocate specific ceiling slots and funds to divisions for recruiting and hiring minorities where our counts are low. In addition, it is recognized that NAL staff will need to travel to minority schools to recruit candidates for these jobs. The NAL Director has provided additional travel funds to divisions for this purpose. We have targeted two professional jobs at NAL to be filled by blacks or hispanics in FY 1988. This will continue each year until NAL meets its quota.

NAL has for years been identifying the Librarian register system as a barrier to hiring minorities. The Library has contacted the minority universities, 1890's, etc., to advise them about the availability of the register. This has not helped much.

FY 1988 will represent the first year that NAL will have a coordinated effort in minority recruitment. It will be coordinated by the NAL Executive Officer.

The NAL EEO Coordinating Committee participates in recommending levels of minorities to be recruited and other projects for the benefit of minorities. They monitor progress through periodic meetings and reports.

ARS personnel offices provide personnel services to NAL. They do little active recruiting for NAL. The NAL program officials do whatever active recruiting takes place. We are talking about very few vacancies in a year.

NAL management, at the NAL Director's level or Division Chief's level, reviews selection decisions on a continuing basis. This procedure will continue in the future and appears to be adequate.

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

PROGRAM ANALYSIS

IV. RECRUITMENT AND HIRING - page 2

Paid advertisement is seldom used by NAL, and when or if it is, it will be sent to minority media when appropriate.

Management at NAL is deeply involved with the black colleges and universities. The Director participates with the Director's of the 1890 Libraries at their semi-annual meetings.

Under the leadership of the NAL Director, funding was requested by the Association of Colleges and Research Libraries' (ACRL) division of the American Library Association to support a project to plan a program of assistance to libraries in the Historically Black Colleges and Universities. Funding was received from the Andrew W. Mellon Foundation and a committee was set up by ACRL to conduct project planning. Joseph H. Howard, NAL Director, is a member for a 2-year term in the inaugural sessions of the Historically Black Colleges and Universities Project Planning Committee.

NAL has a special opportunity to help minorities in agriculture. NAL has established an Alternative Farming Information Center that includes responsibility in the areas of low input farming and small scale farming. NAL expects to receive some funding in FY 1988 for initiating a program on low input agriculture. This program will have a special emphasis to provide the 1890 Land-Grants with information on small scale agriculture that will be particularly beneficial to minority farmers in their states.

NAL is in the forefront in the development and application of information technology. Whenever possible, the minority institutions are included as participants in developing and testing the new concepts. For example, four 1890 Universities were each given the equivalent of $3,000 worth of software and hardware to participate in testing NAL's CD-ROM disks in a text digitizing project. Also, Prairie View A&M and Delaware State College are test sites for the NAL video laser disk.

In both of these cases, the institutions benefit directly by acquiring equipment and software at no cost, and they are being exposed to a new technology early in its development.

EXHIBIT 1

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

PROGRAM ANALYSIS

IV. RECRUITMENT AND HIRING - page 3

In FY 1986, 1987 and again in 1988, NAL has a program in place where at least two students from predominately black universities spent from 3 to 6 months working at NAL at our expense to provide them experience and training in a large national library. This program has been very successful and in FY 1988 we plan to expand it to include at least one faculty member from a minority university. There are problems with this program; such as: the schools find it difficult to free up good students or faculty members because they are needed at the school. Also, experience has shown that after these candidates spend time at NAL they become more valuable to the library world and are offered higher paying jobs outside their home school. This has caused some problems as the program continues.

The barriers relating to recruitment and hiring are included as barriers under II. Work Force.

New York State Library

DRAFT

CE-3 /90
June 1, 1990

AN ACT to authorize the Commissioner of Education to approve proposals by museums, libraries, and archives to provide minority adults with fellowships and apprenticeships which would increase access to professional careers in such institutions and making an appropriation therefor

Submitted by:

Carole F. Huxley
Deputy Commissioner for
Cultural Education

Contact Person:
Elaine Frankonis
Senior Assistant to the Deputy Commissioner
Office of Cultural Education
474-5976

MEMORANDUM IN SUPPORT ON "AN ACT TO AUTHORIZE THE COMMISSIONER OF EDUCATION TO APPROVE PROPOSALS BY MUSEUMS, LIBRARIES, AND ARCHIVES TO PROVIDE MINORITY ADULTS WITH FELLOWSHIPS AND APPRENTICESHIPS WHICH WOULD INCREASE ACCESS TO PROFESSIONAL CAREERS IN SUCH INSTITUTIONS AND MAKING AN APPROPRIATION THERFOR"

Purpose of the bill:

To provide minority adults with access to professional training in museum, library, and archives theory and practice so that they may be able to become employed by such institutions.

Summary of the provisions of the bill:

This bill would permit the Commissioner of Education to approve one-year fellowships and apprenticeships for minority adults offered by chartered museums, libraries, and by local government and non-profit archives who meet criteria approved by the State Historical Records Advisory Board. The program would authorize the Commissioner to fund 20 fellowships at a cost of $10,000 each and 30 apprenticeships at a cost of $7,000 each.

The fellowship programs would provide one-year training and work experience to eligible graduate students enrolled in accredited institutions of higher education. Candidates for library fellowships must be enrolled in Masters of Library science programs. Such library fellowships would increase minority representation in masters degree programs in librarianship, the requisite first professional credential. Candidates for archives fellowships must be enrolled in masters degree programs with at least a three-course sequence in archival administration.

An apprenticeship program would provide entry level employment and training in museums, libraries, and archival repositories for minority adults who have completed at least two years of study at a two or four-year accredited institution of higher learning. Such an apprenticeship opportunity would encourage students to pursue further education toward the goal of professional careers in these institutions.

The potential participants for either program would be selected from targeted populations comprised of minorities (Blacks, Hispanics, American Indians, and Asians) who are significantly under-represented on the staffs of museums, libraries, and archives at all levels.

In order to receive funds pursuant to this bill, a proposals submitted by a museum, library or archives must show that its program will meet the following criteria:

(a) There is an acceptable plan to locate suitable candidates from the identified target population.

(b) There is a clear statement of objectives and rationale for the fellowships and apprenticeship programs which outlines educational and training experiences. The plan for a library fellowship program must be designed in conjunction with a school accredited to award a Masters Degree in library science. The plan for an archives fellowship must be designed in conjunction with a graduate program which offers at least a three course sequence in archives administration.

(c) The institution must demonstrate its capability to provide effective training programs, including supervisory staff.

(d) There is an appropriate program evaluation procedure, including reports from both the institution and fellows and apprentices.

(e) There is a plan for assisting fellows and apprentices in finding permanent employment and/or further professional education at the conclusion of the program.

Statement in support of the bill:

Minorities currently are under-represented at all levels in museums, libraries, and archives. These three types of institutions share a major responsibility for community-based independent learning and for the identification, preservation, accessibility and interpretation of our cultural heritage. It is critical that their professional staffs be comprised of persons with a broad range of backgrounds and interests, and include minorities. Limited access to education leading to those professions, because of lack of funds and little or no exposure to those professionals and their milieu, results in an insufficient applicant pool from which to draw needed minority professionals. Only about 2.5 percent of working librarians in new York are from minority backgrounds, compared to 11.8 percent nationally. The targeted minority groups comprise 24.3 percent of the total population of New York, according to the 1980 census. Representation in the museum and archive professions is even lower than in libraries. This program would ensure that a broader range of backgrounds and interests would be represented in cultural education institutions. Museums, libraries, and archives will also benefit from the in-kind services they receive from the fellows and apprentices.

Although library fellowships would not provide full professional training as librarians since a post-graduate degree is required, this bill would motivate and encourage minorities to seek careers in these institutions. In 1979, the Office of Civil Rights (Department of Health, Education, and Welfare) released information entitled Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1976-77, indicating that there has been a dearth of minorities completing graduate library education programs. This data revealed that, of the total number of graduates from the nine accredited library education programs in New York State for the year 1976-77, minorities constituted only 4%. The apprenticeship program would provide an opportunity for persons who can be trained on the job to be placed in certain assignments in libraries, museums, and archives. The plan for a library fellowship program must be designed to provide opportunities that can influence persons to enter graduate professional library schools.

Budgetary implications of the bill:

An appropriation of $435,000 is included to provide for the funding of twenty fellowship stipends at an average of $10,000 each and thirty apprenticeship stipends at an average of $7.000 each, as well as the costs of administration of the program.

The estimated cost by State fiscal year is as follows:

1991-92	$435,000
1992-93	435,000
1993-94	435,000
1994-95	435,000
1995-96	435,000

SUPPLEMENTAL MEMORANDUM IN SUPPORT OF "AN ACT TO AUTHORIZE THE COMMISSIONER OF EDUCATION TO APPROVE PROPOSALS BY CHARTERED MUSEUMS, LIBRARIES AND ARCHIVES TO PROVIDE MINORITY ADULTS WITH FELLOWSHIPS AND APPRENTICESHIPS WHICH WOULD INCREASE ACCESS TO PROFESSIONAL CAREERS IN SUCH INSTITUTIONS AND MAKING AN APPROPRIATION THEREFOR"

Prior legislative history:

1989: 1988:	While a slightly different version of this proposal was advanced by the Board of Regents, it was not introduced into the Legislature.
1987:	This bill was introduced in the Senate (S.5235) and referred to the Education committee. This bill also was introduced in the Assembly (A.7898) and referred to the Higher Education Committee. No further action was taken in either House.
1986:	A.6315 was carried over from the 1985 Session and referred to the Higher Education Committee. The bill was reported out of Committee and referred to the Ways and Means Committee. No further action was taken on the bill.
1985:	A similar bill was introduced in the Assembly (6315) and referred to the Higher Education Committee. The bill was reported out of Committee and referred to the Ways and means Committee. No further action was taken on the bill.
1984:	The 1983 bills were reintroduced in the 1984 Session. The bills were referred to the Finance committee in the Senate and the Higher Education Committee in the Assembly. No further action was taken.
1983:	A similar bill was introduced in the Senate (5470) and the Assembly (5065). The bill was reported out of Committee in the Senate and referred to the Finance Committee. The bill was referred to the Higher Education Committee in the Assembly.
1982:	A similar bill was introduced in the Senate (4917) and the Assembly (5542) The bill was referred to the Education Committee in the Senate and the Higher Education Committee in the Assembly. No further action was taken on the bill in either the Senate or Assembly.
1981:	A similar bill was introduced at the request of the State Education Department i the Senate (4917) and the Assembly (5542). The bill was reported out of Committee in the Assembly and referred to the Ways and Means Committee; it was not reported out of Committee in the Senate.

Sources of possible support:

- Advisory Council on Vocational Education
- American Vocational Education Association
- Aspira
- Association of Continuing Higher Education
- Black Council on Higher Education
- Coalition for Education
- Museo del Barrio
- New York Educators Association
- New York Library Association
- New York State Association of Museums
- New York State United Teachers
- State Employment and Training council
- Archivists Roundtable of Metropolitan New York
- Long Island Archives Association
- Capital Area Archivists
- New York Three Rs Organization
- New York University
- The State University of New York
- The City University of New York
- The City of New York
- New York Association of Local Government Records Officers
- Association of Records Managers and Administrators

Sources of possible opposition:

We know of no opposition to this bill.

STERLING C. EVANS LIBRARY
TEXAS A&M UNIVERSITY
AFFIRMATIVE ACTION PLAN, 1990

A. GOAL ATTAINMENT

The goals set for 1989 anticipated that by December, two full-time female faculty members and one minority full-time faculty member would be hired. This goal was exceeded in that seven female faculty members with the rank of instructor were employed. This number includes two minorities, both Asian. One part-time female Hispanic with the rank of Lecturer was also hired in a temporary position.

Based on current vacancies, the goal for 1990 is to employ three additional female faculty members and one additional minority faculty member, all on a full-time basis.

The 1989 goals for classified staff employees included hiring ten full-time female clerical employees, three minority full-time clerical employees and one part-time female clerical employee. By December of 1989, minorities and women hired included twenty-two females (13 White, 2 Handicapped, 3 Hispanic and 4 Black) and one male (Black). During the same time period minorities were involved in promotions within the classified staff rankings including 2 females (Black), 4 females (Hispanic), and 1 male (Black).

The 1990 goals for classified staff women and minority hiring include the employment of eight females and six minority staff members.

B. MEASURES TO RECRUIT, PROMOTE AND RETAIN FEMALES AND MINORITIES

1. Effective Measures

Faculty: The Library continues to advertise faculty vacancies in professional journals nationwide. These journals include American Libraries, College and Research Libraries News, Library Hotline, The Chronicle of Higher Education and most recently Black Issues in Higher Education. The Library also distributes vacancy announcements to selected graduate library schools, academic libraries, member libraries of the Association for Research Libraries and to members of the American Library Association Black Caucus. In addition, the Library lists professional vacancies at placement centers at the annual mid-winter and summer American Library Association (ALA) conferences and the Texas Library Association (TLA) annual conference.

These recruitment measures have proved most effective in hiring female faculty members. Placement centers have been somewhat effective in identifying and recruiting minority applicants. One minority candidate identified at TLA placement center declined the Library's invitation for an on-campus interview. A second minority candidate identified at ALA placement center withdrew his application.

Women and minorities in tenure-track faculty positions receive guidance and encouragement to take advantage of opportunities that may lead to promotion and tenure. These include the availability of research funds, travel funds and professional development time to pursue scholarly and professional activities. During 1989 two females faculty members were promoted from Assistant Professor to Associate Professor.

Classified Staff: All classified staff vacancies are listed with the Human Resources Department which has proven highly effective in referring female and minority applicants. To retain females and minorities, the Library has continued its practice of promoting qualified internal applicants. To attract local female and minority applicants, one staff members (female, Black) was a speaker at a local high school career day. The Library encourages careers in librarianship by offering to pay tuition for classified staff members who enroll in a graduate library school in Texas.

2. Ineffective Measures

Advertising in professional journals does not appear to be a successful tool in recruiting minorities other than women and Asians. In some cases identification is not possible.

3. New Measures

The Library has recently consulted two sources made available through the University. These include the Coordinating Board Minority Registry and the National Minority Faculty Identification Program Directory.

The possibility of a minority internship program is under consideration. Currently the Library is studying such programs in similar university library settings.

A list of ethnic organizations in library and information science is in preparation stages. Vacancy announcements will be mailed to these organizations for distribution and inclusion in newsletters.

The Library will make use of a report and action plan currently under development by the Association of College and Research Libraries (ACRL) Task Force on Recruitment of Underrepresented Minorities. The plan will be available in June, 1990 at the American Library Association Conference.

C. Problems

The Office of Library Personnel Resources of the American Library Association reports that the minority enrollment in U. S. graduate library schools is 6.8 per cent. Additional data indicates that few minority librarians are geographically mobile, and that a majority of them plan to work in school and public libraries.

Institutions have relied on networking to recruit minorities. The ACRL Task Force has raised the concern that it is a fallacy that cohesive African-American/Asian/Hispanic networks exist in which minorities exchange information. There is also some concern that minority librarians are expected to be major participants in the recruitment process. These expectations can place demands on them which are not expected of their colleagues and for which they are seldom recognized or rewarded.

RECRUITMENT PROCEDURES

PROPOSAL

MINORITY LIBRARIAN RESIDENCY

CARLSON HEALTH SCIENCES LIBRARY

UNIVERSITY OF CALIFORNIA, DAVIS

e General Library of the University of California, Davis has a position for a Minority Librarian Resident at the Carlson ealth Sciences Library for the biennium July 1, 1990 to June 30, 1992. The Carlson Health Sciences Library (HSL) is branch library of the University of California, Davis, General Library system serving the faculty, staff and students in e Schools of Medicine and Veterinary Medicine. The library collection consists of over 216,000 volumes, including 4,036 urrent periodical subscriptions, and is growing at a rate of over 8,000 volumes a year.

HSL uses the National Library of Medicine classification system and Medical Subject Headings (MeSH) for shelving and ubject access to the collection.

The General Library system uses CLSI for online circulation control, the INNOVACQ system for acquisitions, fund accounting, and automated serials processing, approximately 100 microcomputers and a PDP minicomputer. The General Library uses RLIN for cataloging and catalog maintenance, while the Carlson Health Sciences Library uses OCLC for cataloging and catalog maintenance; the University of California System's MELVYL online catalog serves as the UC Davis Library's online catalog.

One of the attractive elements of an residency at the Carlson Health Sciences Library is that the full range of public and technical services activities is carried out within a library staffed by 7.00 FTE librarians and 20.25 FTE library assistants. An incumbent is, thus, exposed to all aspects of library operations in a setting which clearly reflects the interrelationship between the various library units. In addition, the library's role as a branch of a large university library provides the incumbent with an opportunity to work in the larger setting, including working with systems staff to learn about the computing environment in the UC Davis Library.

The residency is designed to provide both training and work experience in all areas of librarianship. The incumbent will work in Public and Technical Services in the Carlson Health Sciences Library as well as in the Systems Department of the General Library.

Following training and work experience in each of the departments (four to six months in each), the incumbent will be given the choice of working in either Public Services, Technical Services or Collections Development for the final six to nine months of the residency, which will incorporate a special project of mutual interest to the library and the resident.

PUBLIC SERVICES

Experience in Public Services will include participation in the regular Reference and Public Services meetings and provide a general understanding of the interrelationship between Reference, Circulation, Interlibrary Loan and the HSL Microcomputer Facility. An opportunity to work at the UC Davis Medical Center Library will also be provided. The Medical Center Library houses a clinical collection in human medicine and serves the clinical programs of the School of Medicine on the Sacramento campus.

Training

1. In-depth orientation to health sciences reference work, including use of the MELVYL/MEDLINE database;
2. Week-long training through the Pacific Southwest Regional Medical Library Service (PSRMLS) in searching the National Library of Medicine's (NLM) databases;
3. Assistance with teaching library workshops in student orientation, end-user searching, file management and CD-ROM reference tools;
4. Orientation to Circulation Services;
5. Orientation to Interlibrary Loan Services

Job Responsibilities

Responsibilities assigned in common:

Provides reference, bibliographic, and instructional assistance at the Reference Desk. Follows-up on reference questions and bibliographic requests received at the Reference Desk, by mail, or by telephone. Performs computerized literature searches. Verifies journal and monographic citations for ILL requests. Scans biomedical journals for current information and new developments in the health care field. Scans the New Book Shelf. Conducts orientation tours and lectures. Shares in the teaching of library workshops.

Works on special projects as assigned.

Outcome of the Public Services Experience

The incumbent will:

1. Become proficient in answering the range of reference questions encountered at the Reference Desk;
2. Gain experience in performing mediated literature searches using the health sciences databases;
3. Gain experience assisting library users in a range of online bibliographic reference tools, including MELVYL, MELVYL/MEDLINE, AGRICOLA on CD-ROM, Life Sciences CD-ROM, etc.;
4. Gain experience teaching workshops in biomedical information resources and retrieval.

TECHNICAL SERVICES

Work in the Health Sciences Technical Services Department (HSTS) will include a period of time working in the General Library's Systems Department.

Training

1. Orientation to Acquisitions processes and use of health sciences vendors;
2. Training in the application of NLM cataloging and classification;
3. Training in the use of MARC coding for monograph, serials and non-print formats;
4. Orientation to the Library's bibliographic utility, OCLC, for searching and inputting records.

Job Responsibilities

Processes materials for the HSL and Medical Center Library collections with an emphasis on the special problems of serials control. Applies NLM cataloging and classification rules and MeSH, using the OCLC bibliographic utility, and uses MELVYL and RLIN as adjunct bibliographic sources; participates in the implementation of the automated serials module at HSL and the planning for an online public catalog.

Outcome of Technical Services Experience

The incumbent will:

1. Become familiar with the application of NLM cataloging and classification and MeSH subject headings for print and non-print health sciences materials;
2. Develop an understanding of the automated serials system; and have a general familiarity of the work flow within the Technical Services unit.

LIBRARY SYSTEMS (in conjunction with Technical Services)

Training

1. Training in serials records processing in an online environment;
2. An introduction to the MARC format for serials bibliographic records;
3. Learning about the computing environment in the UC Davis Library;
4. Acquaintance with the range of Systems Department activities, including the movement of data between the various systems used by the Library.

Job Responsibilities

Participates in the processing of electronic data exchange among the Library's automated systems, INNOVACQ, RLIN, OCLC and the MELVYL online catalog. Works with Systems Department analysts to design and produce user reports; performs training and develops documentation for Library public services staff on the Library's automated systems.

Outcome of Systems Experience

The incumbent will:

1. Receive training and experience that foster the development of an understanding of the basic structure and relationships between online bibliographic systems; and
2. Be able to effectively use Library systems in general, and online public access catalogs in particular.

COLLECTIONS DEVELOPMENT

In the context of both Public and Technical Services, the incumbent will work with the collections development librarian in selecting materials for the collection, monitoring the approval vendors and fund accounts, and in assessing and maintaining the collection.

Training

1. Training in the principles of collection management;
2. Learning to identify and select monographic and serial titles in one area of the collection;
3. Learning to identify and screen materials for deselection and collection maintenance.

Job Responsibilities

Participates in the selection of materials and in collection maintenance of one subject area of the collection; participates on the health sciences libraries Serials Review Committee; and participates in the Collection Development Sciences Librarians meetings.

Outcome of Collections Development Experience

The incumbent will:

1. Gain an understanding of the principles of collection management, including selection, deselection and collection maintenance.

Since the Carlson Health Sciences Library is a resource library in PSRMLS, the incumbent will be exposed to the services and philosophy of participation. Opportunity to work with other librarians in the area through the Sacramento Area Health Sciences Librarians (SAHSL) group and the Northern California and Nevada Medical Group (NCNMLG) will be encouraged.

SUPERVISOR Jo Anne Boorkman, Head
Carlson Health Sciences Library

MENTORS

The resident will be provided with a librarian mentor who will be available to provide council and advice throughout the residency. The mentor will assist the resident in becoming acquainted with the UC Davis Library and the Librarians Association at the University of California, Davis (LAUC-D) and provide additional guidance throughout the period of residency. The following Carlson Health Sciences librarians will act as mentors during the program:

David Anderson, Head
Health Sciences Technical Services

Carolyn Kopper, Head
Health Sciences Reference Services

ADDITIONAL ASSISTANCE

1. The University of California, Davis, General Library Personnel Office will provide assistance to the Resident in the location of housing in the following ways:

   - Obtain from the Resident a description of housing needed

   - Work with local housing agencies (e.g. Campus housing listing service, sabbatical housing listing service, local rental and real estate firms, etc.)

   - Develop a personalized list of available housing meeting Resident's need

2. The Resident will be thoroughly oriented to the University of California, Davis through attendance at New Employee Orientation sessions and through the opportunity to meet University officials in the Staff Development Office, the Affirmative Action Office, and the Academic Affairs Office.

3. The Resident will be thoroughly oriented to the General Library at UCD through the attendance of various levels of staff meetings, tours, and orientation sessions.

4. The Library Personnel Office will facilitate networking between the Resident and various and appropriate campus support groups, including:

   Hispanic Staff Caucus
   Black Staff and Faculty Association
   Asian Pacific American Systemwide Alliance
      Davis Chapter
   Graduate and Faculty Women's Network
   Academic Staff Association
   Women's Research Resource Center

5. The Resident will be eligible for professional development funding at the same level provided career LAUC members.

6. The Resident will be provided partial financial assistance toward the attendance of a major professional conference (e.g. the annual meeting of the Medical Library Association).

7. Upon successful completion of the internship, the Resident will be assisted with recruitment and application for relevant professional positions in the UC system.

II. Recruitment Funds

Academic units that have received formal approval on the FACULTY POSITION AUTHORIZATION FORM to commence a national search will receive a recruitment budget of $2,500. The academic unit is not expected to provide our office with a final accounting of its recruitment expenditures; the unit must, however, continue to adhere to the state guidelines on Official Functions.

If not all of the $2,500 has been spent after a successful effort has been completed, the balance may be used to supplement moving expenses provided by the Dean, or for other expenses involved in recruiting new faculty. These funds may also be used for any other general needs of the department. If a balance remains as of June 30 in the recruitment account, a roll forward request must be made by the department and sent to the Vice Chancellor for approval.

If the recruitment is not successful and a subsequent recruiting request is approved to continue the search, an additional $2,500 will be made available less any unused balance from the prior recruitment budget.

III. Search Procedures

All faculty positions must be filled in accordance with campus Affirmative Action guidelines. It is the responsibility of the dean, department or division head, to be apprised of the guidelines and to ensure that all faculty recruitment efforts are made in compliance with them. Every search committee is expected to make special efforts to attract minority and female candidates, and to follow the procedures discussed in this section.

The Office of Faculty Affairs is responsible for implementation of Faculty Affirmative Action. Working in coordination with the Office of Affirmative Action and Services, the Office of Faculty Affairs affirmative action activities include: (1) developing policies and procedures for appropriately increasing female and ethnic minority representation on the faculty and insuring that the policy is implemented; (2) reviewing all faculty appointments and promotions to determine whether they are consistent with that policy and associated procedural guidelines; (3) assisting search committees in their efforts to broaden the scope of their searches; (4) designing and implementing internal audit and reporting systems to measure the effectiveness of the programs; (5) publishing equal opportunity policies and procedural guidelines related to faculty hiring and reporting on progress in faculty affirmative action; (6) administering the Special Opportunity Program; (7) counseling faculty members who are women, members of minority groups or disabled about professional opportunities; and (8) reviewing annual reports from Deans and Department Chairs on the issue of affirmative action.

In order to assist the Office of Faculty Affairs in establishing better tracking, strategizing, monitoring, recruiting, hiring and retention practices and procedures, a University of Colorado at Boulder Committee on Faculty Affirmative Action has been appointed. This committee makes recommendations to the Chancellor and the Vice Chancellor for Academic Affairs concerning the process and results of affirmative action in appointments to the University of Colorado at Boulder teaching force.

With respect to faculty recruitment, the following procedures will be utilized:

A. All forms related to faculty recruitment must be sent to the Office of Faculty Affairs. These forms are the: *(1) Faculty Position Authorization Form, (2) Position Announcement (ad copy) (3) Purchase Request for ad placement, (4) Justification for Hiring Form, and (5) Data Collection Form for Applicant Flow.* In reviewing the Faculty Position Authorization Form, we particularly focus on the statement concerning the Position Description and the extent to which the position announcement reflects the stated description. With regard to the Position Announcement, unless there is some compelling reason for not including it, we expect the announcement to state an application deadline date. In addition, the following phrase should be included in the advertisement: ***The University of Colorado at Boulder has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities and disabled individuals.*** It is our intent to live up to both the letter and the spirit of this statement.

B. The Office of Faculty Affairs should be notified concerning the first meeting of the search committee, so that someone from Faculty Affairs and/or Affirmative Action and Services can attend the meeting. A staff person from Affirmative Action and Services serves as an ex-officio member of each search committee on the Boulder campus. The Office of Faculty Affairs should be provided with the names of the committee members and the chair, and of the proposed description of the discipline or field in which the appointment is to be made.

A nationwide search is required for all new appointments to the University of Colorado at Boulder faculty. A written, specific *Search Plan* should be developed for each search and sent to Faculty Affairs along with the Purchase Request for ad placement. No Purchase Request will be approved unless a Search Plan is received.

The Search Plan should include the following:

1. A description of the recruitment strategy that is to be used in order to seek out minority, women, and disabled candidates. Methods should include but not be limited to the following:
    a. Advertising publicly all new positions in addition to using other appropriate methods of candidate solicitation.

    b. Sending letters describing the position to those higher educational or other institutions that are likely to provide a suitable candidate.

    c. Sending letters describing the position to female and minority group caucuses of the appropriate professional societies.

    d. Informing currently appointed senior lecturers, lecturers, senior research associates and research associates of available faculty positions (e.g., by advertising in the Silver and Gold, and other appropriate internal media). These individuals should be able to apply for such faculty positions without prejudice to their current positions.

2. A sample letter that will be sent out to colleagues and other individuals personally known by members of the search committee and/or academic unit for the expressed purpose of soliciting names of potential minority and women candidates.

3. A listing of the names of individuals and organizations to which the above letter is to be sent.

4. The publications/media in which the position announcement will appear.

NOTE: Persons who hold or have held acting or visiting titles at UCB occasionally become candidates for regular appointment. The credentials of such persons may be more easily assessed than those of others, but this fact in no way lessens the obligation of the search committee to consider by all available means the credentials of candidates having no prior association with the University.

C. During the period of recruitment a letter must be sent to each applicant acknowledging receipt of her/his application. An Equal Employment Opportunity Request for Voluntary Information Form shall be included with the letter (see Appendix A). This form will be returned to the Department (please fill in the return address near the bottom of the form). The information from the returned forms will be the basis for filling out the Data Collection Form for Applicant Flow (see Appendix A) *After the hire is made, the Data Collection Form for Applicant Flow must be completed and sent to the Office of Faculty Affairs.*

D. At the time that the JUSTIFICATION FOR HIRING FORM (see Appendix A) is submitted, a search summary report should also be included. The report must summarize the search process and indicate any ways in which it deviated from the search plan.

1. The report should list all outside sources consulted for information and evaluation of possible candidates and include copies of letters sent to such sources.

2. All letters of evaluation of the recommended candidate must accompany the recommendation.

3. A report from the chairperson of the search committee should be attached, including comments from committee members who are familiar with the candidate's scholarly work and teaching or who participated in interviews. This report should highlight both the strengths and the weaknesses of the candidate, with particular reference to specific letters of evaluation.

4. The report must, to the extent known, include a summary of the numbers of women, Asians, Hispanics, Blacks, Native Americans and non-

minorities who applied and who were interviewed. In all searches candidates should be given the opportunity for voluntary self-identification. If the number of women, and members of ethnic minority groups cannot be precisely determined, please explain.

5. The recommendation must include a list, in order of priority, of candidates seriously considered for the post and an explanation of the order of priority. If the recommended candidate is not the first choice, explain why higher choices are not being put forward.

6. Summarize and evaluate the search process including comments about the ways in which the search plan was followed and not followed, if this is the case. If the recommended candidate is not a woman or a member of an ethnic minority group included with the Affirmative Action Program, indicate which of the finalists do fall within the program. A detailed comparison of the recommended candidate with the candidates who fall within the program should be included in the explanation discussing the order of priority of the finalists.

NOTE: The University must retain complete records of each search, including vitae of applicants, for at least three years. All applications and other materials such as evaluation forms, notes, etc., used in the selection process shall be given to the Office of Affirmative Action and Services for storage.

E. If foreign candidates are being considered to fill a position, academic units must consider the limitations which the immigration law imposes on the hiring of foreign nationals. Refer to the memorandum from Foreign Student and Scholar Services, Office of International Education, dated July 24, 1989 (see Appendix D), titled "Immigrant Visas for Foreign Faculty Members and Researchers," and consult Foreign Student and Scholar Services (X2-8057) for specific information and guidance regarding eligibility of any specific foreign candidate for an appropriate immigration classification. Since the immigration law can and frequently does affect the nature of an employment offer which can be made to a foreign candidate, and can even determine whether the candidate is employable at all

THE
UNIVERSITY OF
CONNECTICUT

Homer Babbidge Library
Box U-5
369 Fairfield Road
Storrs, Connecticut 06268

Publications, organizations, institutions, individuals, etc. regularly sent announcements of open professional positions by the University of Connecticut Libraries, 1988-1989

1. Contact lists from The University of Connecticut Office of Affirmativ Action Programs 0/0

2. Personnel Officer, Connecticut State Library 0/0

3. Personnel Officer, The University of Connecticut Health Center Library 0/0

4. Managers, The University of Connecticut regional campus and professional school libraries 1/2

5. Connecticut Library Association "Jobline" (call-in jobs listing) 1/2

6. Member libraries of the Association of Research Libraries (throughout the United States for a national search; in New England for a more localized search) 1/3

7. Accredited library schools in the United States 0/0

8. Paid advertisements in The Chronicle of Higher Education 3/2

9. Paid advertisements in The Hartford Courant 3/5

10. Paid advertisements in College & Research Libraries News (used when searching nationally for a position requiring an MLS degree or Archival Management certificate) 3/4

11. Unpaid advertisement in the "Marketplace" column of the UConn Advanc (a weekly newspaper of The University of Connecticut) 1/2

12. Unpaid listing in UConn Opportunities Bulletin (a weekly publication of The University of Connecticut Department of Personnel) 2/2

13. Posting of job description on bulletin board in Homer Babbidge Library's Staff Lounge 2/3

14. The "Opportunities" column of The Innocent Bystander (a weekly newsletter of The University of Connecticut Libraries) 2/3

Nancy M. Kline, 8/29/89

An Equal Opportuni

SEARCH DOCUMENTATION FORM #1

RECRUITMENT CONTACTS

Department ______________________________ Search # __________ Position Title ______________________________

Date	Person Who Made Contact	Name of Person or Organization	Type*	Target Gr	Outcome/Results of Contact

*Type of contact: P - Personal
T - Telephone
L - Letter

Target Group: Which under-represented group does it serve?
(Black, Hispanic, Asian, Native American, Women, Handicapped)

Outcome/Results: No response; referral/nomination of candidate;
posted notice; referral to another resource; etc.

NOTE: You may attach additional sheets to this form if necessary.

OAAP 4.88

Policies and Procedures

A Guide for Faculty and Staff Members

Massachusetts Institute of Technology

September 1985

For purposes of Rules b) and c) of the Rules of Tenure, above, a faculty member shall be understood not to have seven years of service until the July 1 next following the accumulation of seven years of equivalent full-time service.

Determination of Age: A person's age at his or her birthday preceding July 1 in any year holds for administrative purposes throughout the next academic year. For example, appointment at age 37 means an appointment effective on the first July 1 after one has become 37.

2.23.1 TERMINATION OF TENURE

Permanent tenure is not an inescapable legal obligation; it is a principle of administration. Gross misconduct, criminal acts, or serious disregard of duties may lead to termination of tenure rights. However, any action by the administration that may lead to termination of tenure must be demonstrably in good faith and follow customary due process.

When such action is taken, the member of the faculty involved is entitled to a review of his or her case by a committee appointed by the President in consultation with the Committee on Faculty-Administration and the officers of the Faculty.

In addition to the above, occasionally a faculty member may fail to fulfill the obligations of his or her position. If, in the opinion of the officers of the relevant department and School (or equivalent administrative units), a member of the faculty having permanent tenure fails to meet reasonable standards of performance, it is expected that disciplinary action will be taken, preceded by a warning if appropriate to the situation. If the warning does not result in improved performance, or if the circumstances preclude a warning, appropriate sanctions, such as a reduction in the faculty member's salary, may be imposed. If, after such action, a faculty member continues to fail to fulfill his or her obligations, the process that may lead to termination of tenure may be initiated as outlined in the foregoing paragraph.

2.24 AFFIRMATIVE ACTION SERIOUS SEARCH POLICY

In furtherance of MIT's commitment to affirmative action in the employment of women and members of minority groups, Institute policy requires a thorough search of the relevant employment market for qualified candidates, including women and minority candidates, whenever underrepresentation is found to exist. For particular groups or positions, outlined below, approval of the Academic Council must be obtained prior to making an offer of appointment. These positions include 1) salaried appointments for an academic year or longer to the three faculty ranks (including visiting faculty) and instructors, and 2) salaried full-time sponsored research staff, administrative and academic administrative staff, library staff, or medical staff appointments with a term of one year or more. Certain research staff appointments that are immediate postdoctoral appointments requiring highly specialized knowledge and limited to two years or less are reviewed on an individual basis by the appropriate dean or vice president, prior to offer of appointment.

At the time a search is begun for a person to fill one of the above positions, the department head or laboratory director will forward to the appropriate Academic Council member a statement of the qualifications being sought and the plan for the search. Search plans must indicate the specific means by which active efforts will be made to identify minority and women candidates. Such means are expected to go beyond posting and advertising the availability of positions and may include, but not be limited to, such active efforts as 1) personal telephone and/or written contacts with colleagues or other individuals or groups who can assist in locating candidates; 2) visits by members of search committees to locations where minority and/or women candidates may be contacted; or 3) personal contact with minority and female colleagues at professional gatherings.

In cases involving a search committee, and especially for faculty appointments, the head of the department should ensure that at least one member of the committee is assigned the specific responsibility to see that an active search is carried out. This responsibility as Equal Opportunity Representative may be assigned to the chair of the committee, to a committee member other than the chair, or to someone outside the committee who will serve ex-officio as a member of each search committee that is formed. In cases where a search committee is not formed, the person having major responsibility for candidate evaluation will also serve as the Equal Opportunity Representative for that search. The head of the department will advise the Equal Opportunity Representative and encourage exploration of ways to strengthen the search process. Search plans forwarded to the Academic Council should include the name of the Equal Opportunity Representative. The Assistant Equal Opportunity Officer will review search plans and, where appropriate, suggest ways in which the search might be improved. If satisfied that the qualifications are not unnecessarily restrictive and that the search plan is appropriate to the position and the relevant employment market, the Council member will review the proposal with the Council. The search may begin while awaiting Academic Council approval but may be modified following the Council review.

When the search is completed and the best qualified candidate is determined, after full consideration of the various candidates' potential for growth and development, the Academic Council member should bring to the Council a recommendation for an offer of appointment. Prior to the Council meeting, the Equal Opportunity Officer should be provided with both a detailed report on the results of the search and a summary report for the use of the Academic Council.

The detailed report must contain a description of the position and a reference to the approved search plan, including special steps taken to locate minorities and women. The selection process should be described, including the number of applicants, the number of minorities and women and their ranking, if ranked. The report should state the principal reasons for selection of the proposed candidate over other candidates and include a resume. The finalist women and minorities who were not chosen should be identified by name with specific reasons for non-selection; or if any were selected and they declined, their reasons should be given. A statement of the department's affirmative action progress should be included.

The summary report for Academic Council use should include the position description and qualifications; advertising and special steps taken to identify women and minority candidates; and the outcome of the search: the proposed appointee and reasons for the choice and a summary discussion, without names, of minority and women candidates who received serious consideration and the reasons for not selecting each of them.

These procedures should be followed regardless of the race or sex of the chosen candidate. Exceptions in individual cases may be granted only by the Academic Council.

From time to time, upon request and after due deliberation, the Academic Council may delegate its authority to review and approve individual appointments to the member of the Council who is senior officer of the area where such appointments are made. Such delegation will be for a specific period of time, and will be subject to periodic review by the Council.

Sample letter to minority librarians

We have just begun a search for the position of Associate Director for Public Services in the MIT Libraries. The incumbent, Shirley Baker, has been appointed Dean of Library Services at Washington University in St. Louis. I am enclosing a position description for this vacancy.

I am very interested in identifying minority and women candidates for this opening and I would welcome any suggestions you might make. I believe this is an excellent opportunity for someone interested in research library administration. The MIT Libraries are involved in a number of exciting and innovative projects in addition to serving one of the most dynamic educational institutions in the world.

Please forward any suggestions you have either by mail, telephone (617-253-5651); telefacsimile (617-253-1690), ALANET (ALA 1761) or BITNET (LUCKER@MITVMA). Thank you for your help.

Sincerely,

Jay K. Lucker
Director of Libraries

JKL:rd
encl.

5/10/89
TO: L. Kahle
FROM: PPB
RE: Minority Recruitment

Recommendations

1. The phrase "Minority applicants are encouraged to apply" or similar language should be added to the AA/EEO statement now appearing on all position announcements.

2. A minority studies job component should be added to some future position announcement, presumably for an A-line vacancy within CRS. The committee does not wish to further shape this; but we do feel that both current enrollment figures and current course offerings would justify this action. The appearance of this component might be an inducement to minority applicants.

3. Minority speakers prominent in the library profession should be vigorously pursued through the Visiting Scholars program. The committee feels that a minority visiting scholar would take back positive reports to his/her institution, thereby aiding in recruitment efforts.

4. Certain ALA-accredited library schools which graduate any significant number of minority librarians should be "targeted." These are highlighted on the enclosed report. Our selection of these schools is not restrictive. You may wish to interpret the numbers more liberally.

   By "targeting" we would suggest several actions:

   --Direct letter from Dean of Libraries to Dean/Director of these schools
   --Direct letter from Library Personnel Officer to Placement Officer of these schools
   --In-person visits wherever feasible. A suggested method would be for the Personnel Officer to screen ordinary requests for leave with pay/conference attendance which would take any A-line person in the vicinity of those schools; and then designate that person to carry our "message" to that school.

Enclosures
Farrell Library (KSU) descriptive brochure
ALA Schools Degrees Awarded 1986-87 (highlighted)
UNL course catalog 1988/89 --selected pages RE: minority studies

PPB/tjc

May 10, 1989

TO: Larry Kahle

FROM: Policy, Program and Budget Committee TJC.

RE: Minority Faculty Recruitment--Findings and Recommendations

Our committee has discussed this issue in four meetings between January and April 1989. Additionally, individual members have gathered certain background materials and data which we hereby transmit for you to use as you wish.

Summary of Actions Taken

1. The UNL Bulletin Board of Feb. 3, 1989 was consulted for an awareness of what initiatives are being undertaken campus-wide.

2. Repeated efforts were made at the Office of Multi-Cultural Affairs to obtain a capsule sketch of UNL minority enrollment. In general, the most reliable and most "official" data are obtainable from Institutional Research and Planning. Mr. Vaughn Robertson did provide this brief profile by telephone: U.S.-born minority students as of Spring 1989 numbered 820, of which 39% were black, 26% were Spanish-surnamed, 25% were Asian/Pacific Islanders, and the remainder were Native American (some rounding of estimates in all categories). Enrollments are higher in each Fall semester; retention/dropout is a troublesome issue. The committee's purpose was to lend some substance to a recommendation addressing the minority studies area.

3. The UNL Course Catalog was scrutinized for identification of all currently-offered courses addressing minority studies in any significant degree. Professor Miguel Carranza was also consulted in this regard. Findings are enclosed. They encompass at least 5 different academic units and potentially up to 60 faculty members.

4. Material describing Kansas State University's Minorities Resource/Research Center was studied for clues that may assist UNL in any similar effort. A descriptive brochure is enclosed.

5. A variety of surveys from ALA-accredited library schools were supplied by Larry Kahle. These were studied and certain "target" schools emerged. Despite that Nebraska and the central states generally are no magnets for enrollment or recruitment of minority librarians, the committee believes that certain practical initiatives can be undertaken.

CONTACT LISTS

ATTACHMENT B

From: University of California at
San Diego

CALIFORNIA STATE LIBRARY

LIBRARY DEVELOPMENT SERVICES
1001 SIXTH STREET • SUITE 300 • SACRAMENTO, CA 95814

TELEPHONE: (916) 445-4730
ONTYME: CSLLDS

March 1989

ETHNIC LIBRARY ORGANIZATIONS

ASIAN/PACIFIC AMERICAN LIBRARIANS ASSN.
CONCHITA J. PINEDA, Manager
Citicorp Information Center
One Citicorp Center
153 E. 53rd St.
New York, NY 10043

CHINESE AMERICAN LIBRARIANS ASSOCIATION
DR. CHANG-CHIEN LEE (President, July 1988 - June 1989)
University of Central Florida
Orlando, FL 32816

Peter Young, Vice President/President Elect
(President July 1989 - June 1990)
Chief, Cataloging Division, Copyright Office
Library of Congress
LM513
Washington D.C. 20540

Amy Seetoo Wilson, Executive Director
Chinese American Librarians Association
c/o University Microfilms
Ann Arbor, MI 48106
(800) 521-0600

Amy Tsiang, California Chapter Chairperson
Oriental Library
University of California, Los Angeles
Los Angeles, CA 90024

KOREAN-AMERICAN LIBRARIANS ASSOCIATION
Joanne Kim (Presidency ends Dec. 1988)
Director, Pasadena City College'Library
1570 East Colorado Blvd.
Pasadena, CA 91106

Soon Jung
Vice President/President Elect (1989 President)
Newport Beach Public Library
856 San Clemente Drive
Newport Beach, CA 92660

REFORMA
Ingrid Betancourt (July 1988 June 1989)
Center Hispano
Newark Public Library
P.O. Box 630
Newark, NJ 07101-0630

Rhonda Rios Kravitz (Vice President/President Elect)
(June 1989-1990)
California State Library
The Ramona Bldg.
1001 6th Street, Suite 300
Sacramento, CA 95814
(916) 323-4400

REFORMA - Orange County Chapter
Antonio Arroyo
San Juan Capistrano Reg. Branch
Orange County Public Library
31495 El Camino Real
San Juan Capistrano, CA 92675

REFORMA - Los Angeles Chapter
Ron Rodriguez
CSU - Fullerton
Library - CRC
800 N. State College Blvd.
P.O. Box 4150
Fullerton, CA 92634

REFORMA - Santa Barbara/Ventura Chapter
Octavio A. Sifuertes
Ventura County Federation of College Teachers
AFT Local 1828 AFL-C10
1757 Mesa Verde, Suite 215
Ventura, CA 93003

L.I.B.R.O.S.
Marta Luisa Sclar
San Diego Public Library
820 East Street
San Diego, CA 92101

BIBLIOTECAS PARA LA GENTE
Francisca Schneider
Berkeley Public Library
West Branch
1125 University Ave.
Berkeley, CA 94702

INDIAN LIBRARIES

Barona Reservation Library
1095 Barona Road
Lakeside, CA 92040

Campo Reservation Library
1779 Campo Truck Trail
Campo, CA 92006

Kapsala Community Library
PO Box 1389
Alpine, CA 92001

Pala Reservation Library
PO Box 43
Pala, CA 92059

Pauma Reservation Library
Pauma AA Alvikat Library
PO Box 40
Pala, CA 92059

Rincon Library
PO Box 68
Valley Center, CA 92082

Santa Ysabel Reservation Library
PO Box 130
Santa Ysabel, CA 92070

San Diego County Ethnic Organizations

AMERICAN INDIAN STUDENT ALLIANCE
SDSU
SAN DIEGO,CA 92182

ASIAN AMERICAN STUDENT ALLIANCE
SDSU, AZTEC CENTER
SAN DIEGO,CA 92182

ASIAN PACIFIC STUDNET ALLIANCE
UCSD
STUDENT CENTER A-B 023
LA JOLLA,CA 92093

BARONA INDIAN EDUCATION ASSOCIATION
1095 BARONA RD
LAKESIDE, CA 92040

BLACK FEDERATION
4291 MARKET STREET
SAN DIEGO, CA 92102

CAMPO RESERVATION LIBRARY
1779 CAMPO TRUCK TRAIL
CAMPO,CA 92006

CENTER FOR LATIN AMERICAN STUDIES
COLLEGE OF ARTS AND LETTERS
S.D.S.U.
SAN DIEGO, CA 92182

CHICANO FEDERATION OF SAN DIEGO COUNTY
610 22nd STREET
SAN DIEGO, CA 92102

COUNCIL OF FILIPINO AMERICAN ORGANIZATIONS
OF SAN DIEGO COUNTY, INC.
833 E. 8th STREET
NATIONAL CITY, CA 92050

LA JOLLA INDIAN EDUCATION PROJECT
STAR ROUTE BOX 158
VALLEY CENTER, CA 92082

MEXICAN AMERICAN EDUCATIONAL GUIDANCE
FOUNDATION AUXILIARY (MAEGA)
P.O. BOX 244
ENCINITAS, CA 92024

MEXICAN AND AMERICAN FOUNDATION
1446 FRONT STREET #203
SAN DIEGO, CA 92104

RINCON INDIAN EDUCATION CENTER
P.O. BOX 1147
VALLEY CENTER, CA 92082

SAN DIEGO COUNTY LATINO ASSOCIATION
P.O. BOX 112486
SAN DIEGO, CA 92111

VIEJAS INDIAN EDUCATION CENTER
P.O. BOX 1389
ALPINE, CA 92001

Cornell University

BLACK COLLEGES WITH LIBRARY SCHOOLS

College of Education
Southern University
Southern Branch Post Office
Baton Rouge, LA 70813

Library Sci. & Ed. Media
Virginia State College
Petersburg, VA 23803

Library Ed. Program
Grambling State Univ.
P.O. Box 629
Grambling, LA 71245

Grad. School of Libr. Serv.
Univ. of Alabama
P.O. Box 6242
University, AL 35486

Coll. of Libr. & Info. Serv.
Hornbaker Library
Univ. of Maryland
College Park, MD 20742

Dept. of Educational Media
N.C. State A & T St. Univ.
312 N. Dudley St.
Greensboro, NC 27411

Libr. & Info. Sci. Programs
Univ. of Arkansas
33rd & University
Little Rock, AK 72204

Libr. Ed. Media Program
Alabama State University
925 S. Jackson St.
Montgomery, AL 36195-0301

Sch. of Libr. & Info. Studies
Atlanta University
223 Chestnut St. SW
Atlanta, GA 30314

Libr. Tech. Asst. Program
S.D. Bishop State Jr. Coll.
351 N. Broad St.
Mobile, AL 36690

Media Libr. & Inst'l Systems
Univ. of District of Columbia
724 9th St. NW, Rm. 2756
Washington, DC 20001

Black Colleges and Universities in the United States

Alabama A&M University
P.O. Box 272
Normal, Alabama 35762
(205) 859-7011

Alabama State University
915 South Jackson Street
Montgomery, Albama 36195
(205) 293-4100 7

Albany State College
504 College Drive
Albany, Georgia 31705
(912) 439-4234

Alcorn State University
P.O. Box 114
Loman, Mississippi 39096
(601) 877-6100

Allen University
1530 Harden Street
Columbia, South Carolina 29204
(803) 254-4165

Arkansas Baptist College
1600 High Street
Little Rock, Arkansas 72202
(501) 374-7856

University of Arkansas at Pine Bluff
North Cedar Street
Pine Bluff, Arkansas 71601
(501) 541-6500

Atlanta University
223 Chestnut Street, S.W.
James P. Brawley Dr.
Atlanta, Georgia 30314
(404) 681-0251

Barber-Scotia College
145 Cabarrus Avenue
Concord, North Carolina 28025
(704) 786-5171

Benedict College
Harden & Blanding Streets
Columbia, South Carolina 29204
(803) 256-4220

Bennett College
Washington Street
Greensboro, North Carolina 27420
(919) 273-4431

Bethune-Cookman College
640 Second Avenue
Daytona Beach, Florida 32015
(904) 255-1401

Bishop College
3837 Simpson Stuart Road
Dallas, Texas 75241
(214) 372-8000

Bowie State College
Jerico Park Road
Bowie, Maryland 20715
(301) 464-3000

Central State University
Wilberforce, Ohio 45384
(513) 376-6011

Cheyney University of
Pennsylvania
Cheyney, Pennsylvania 19319
(215) 399-2000

Claflin College
College Avenue, N.E.
Orangeburg, S. Carolina 29115
(803) 534-2710

Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314
(404) 681-3080

Coppin State College
2500 West North Avenue
Baltimore, Maryland 21216
(301) 383-3699

Delaware State College
North DuPont Highway
Dover, Delaware 19901
(302) 736-4000

Dillard University
2601 Gentilly Boulevard
New Orleans, Louisiana 70122
(504) 283-8822

University of the District
of Columbia
4200 Connecticut Avenue, N.W.
Washington, DC 20008
(202) 282-7300

Edward Waters College
1658 Kings Road
Jacksonville, Florida 32209
(904) 355-3030

Elizabeth City State University
1001 Parkview Drive
Elizabeth City, North Carolina 27909
(919) 335-3400

Fayetteville State University
New Bold Station
Murchison Road Fayetteville, NC 28301
(919) 486-1111

Fisk University
17th Avenue
North Nashville, Tennessee 37203
(615) 329-8500

Florida Agricultural & Mechanical Univ.
1500 Wahnsh Way
Tallahassee, Florida 32307
(904) 599-3000

Florida Memorial College
15800 N.W. 42nd Avenue
Miami, Florida 33054
(305) 625-4141

The Fort Valley State College
805 State College Drive
Fort Valley, Georgia 31030
(912) 825-6211

Grambling State University
P.O. Box 605 — 629
Grambling, Louisiana 71245
(318) 247-6941 — 274-3811

Hampton Institute
East Queen Street
Hampton, Virginia 23668
(804) 727-5000

Goward University
2400 Sixth Street, N.W.
Washington, DC 20059
(202) 6360-6100

Huston Tillotson College
1820 East 8th Street
Austin, Texas 78702
(512) 476-7421

Interdenominational Theological Center
671 Beckwith Street
Atlanta, Georgia 30314
(404) 522-1772

Jackson State University
1440 J.R. Lynch Street
Jackson, Mississippi 39217
(601) 968-2121

Jarvis Christian College
P.O. Box G
Hawkins, Texas 75767
(214) 769-2174

Johnson C. Smith University
100-300 Beatties Ford Road
Charlotte, N. Carolina 28216
(704) 378-1000

Kentucky State University
East Main Street
Frankfort, Kentucky 40601
(502) 564-2550

Knoxville College
901 College Street
Knoxville, Tennessee 37921
(615) 524-6500

Lane College
545 Lane Avenue
Jackson, Tennessee 38301
(901) 424-4600

Langston University
P.O. Box 907
Langston, Oklahoma 73050
(405) 466-2231

LeMoyne-Owen College
807 Walker Avenue
Memphis, Tennessee 38126
(901) 774-9090

Lincoln University
Chestnut Street
Jefferson City, Missouri 65101
(314) 751-2325

Lincoln University
Lincoln University, Pennsylvania 19352
(215) 932-8300

Livingston College
701 West Monroe Street
Salisbury, North Carolina 28144
(704) 633-7960

University of Maryland
Eastern Shore Campus
College Road
Princess Anne, Maryland 21853
(301) 651-2200

Medgar Evers College of the City
University of New York
1150 Carroll Street
Brooklyn, NY 11225
(212) 735-1750

Meharry Medical College
1005 18th Avenue, North
Nashville, Tennessee 37208
(615) 327-6111

Miles College
P.O. Box 3800
Birmingham, Alabama 35208
(205) 923-2771

Mississippi Valley State University
Highway 82 West
Itta Bena, Mississippi 38941
(601) 254-9041

Morehouse College
830 Westview Drive, S.W.
Atlanta, Georgia 30314
(404) 681-2800

Morgan State University
Cold Spring Lane & Hillen Road
Baltimore, Maryland 21239
(301) 444-3333

Morris Brown College
643 Martin Luther Drive, S.W.
Atlanta, Georgia 30314
(404) 525-7831

Morris College
North Main Street
Sumter, South Carolina 29150
(803) 775-9371

Norfolk State University
2401 Corprew Avenue
Norfold, Virginia 23504
(804) 623-8600

✓ North Carolina Agricultural and
Technical State University
1601 East Market Street
Greensboro, NC 27411
(919) 379-7500 ← 334-7144

✓ North Carolina Central Univ.
1801 Fayetteville Street
Durham, North Carolina 27707
(919) 683-6100 — 6485

Oakwood College
Oakwood Road
Huntsville, Alabama 35806
(205) 837-1630

Paine College
1235 Fifteenth Street
Augusta, Georgia 30901
(404) 722-4471

Paul-Quinn College
1020 Elm Street
Waco, Texas 76704
*817) 753-6415

Philander Smith College
812 West 13th Street
Little Rock, Arkansas 72202
(501) 375-9845

Prairie View A&M University
P.O. Box 2746
Prairie View, Texas 77445
(713) 857-3311

Rust College
Rust Avenue
Holly Springs, Mississippi 38635
(601) 252-4661

Saint Augustine's College
1315 Oakwood Avenue
Raleigh, North Carolina 27611
(919) 828-4451

Saint Paul's College
406 Windsor Avenue
Lawrenceville, Virginia 23686
(804) 848-3111

Savannah State College
P.O. Box 20427
Savannah, Georgia 31404
(912) 356-2190

Shaw University
118 East South Street
Raleigh, North Carolina 27611
(919) 755-4800

Simmons Bible College
1811 Dumensnill Street
Louisville, Kentucky 40210
(502) 776-1443

Sojourner-Douglass College
500 North Caroline Street
Baltimore, Maryland 21205
(301) 276-0306

South Carolina State College
P.O. Box 1568
Orangeburg, South Carolina 29117
(803) 536-7000

✓Southern University-Baton Rouge
P.O. Box 9562
Baton Rouge, Louisiana 70813
(504) 771-4500 2210

Southern University in New Orleans
6400 Press Drive
New Orleans, Louisiana 70126
(504) 771-4500

Spelman College
350 Spelman Lane, S.W.
Atlanta, Georgia 30318
(404) 681-3643

Stillman College
P.O. Box 1430
Tuscaloosa, Alabama 35403
(205) 349-4240

Talladega College
627 West Battle Street
Talladega, Alabama 35160
(205) 362-0206

Tennessee State University
3500 John Merritt Boulevard
Nashville, Tennessee 37203
(615) 320-3214

Texas College
2404 North Grand Avenue
Tyler, Texas 75702
(214) 593-8311

Texas Southern University
3200 Cleburne Street
Houston, Texas 77004
(713) 527-7011

Tougaloo College
Tougaloo, Mississippi 39174
(601) 956-4941

Tuskegee University
Tuskegee Institute, AL 36088
(205) 727-8011

Virginia Seminary and College
2058 Garfield Avenue
Lynchburg, Virginia 24501
(804) 528-5276

✓Virginia State University
Petersburg, Virginia 23803
(804) 520-~~5000~~ 6333

Virginia Union University
1500 North Lombardy Street
Richmond, Virginia 23220
(804) 257-5600

Voorhees College
Voorhees Road
Denmark, South Carolina 29042
(803) 793-3351

Wilberforce University
Wilberforce, Ohio 45384
(513) 376-2911

Wiley College
711 Rosborough Spring Road
Marshall, Texas 75670
(214) 938-8341

Winston-Salem State University
Winston-Salem, North Carolina 27110
(919) 761-2011

Xavier University of Louisiana
7325 Palmetto Street
New Orleans, Louisiana 70125
(504) 486-7411

IN-HOUSE RECRUITMENT STRATEGIES

ATTACHMENT F

University of California at
San Diego

YOU'RE INVITED

to a special program for student employees of the University Library to be presented by the Librarians' Association on
Thursday, November 9,
3:00 - 4:30 p.m.,
Room 263, Central University Library

The program will provide you with an overview of several different types of careers in academic librarianship. Minority student employees are especially urged to attend this program, because academic libraries across the nation are seeking to attain greater cultural and ethnic diversity in their work force by recruiting librarians from minority backgrounds.

Please plan to attend this informative program. Refreshments will be provided, and students who attend will be paid for their time at their regular hourly pay rate. Please confirm your plans for attendance with your library supervisor who signs your time sheet, and return the form at the bottom of the page to reserve a space. If demand warrants, an overflow session of this same program will be held on Wednesday, November 15, at the same time and location. If your reservation for the November 9 program cannot be confirmed you will be contacted. If you are unable to attend this program but would like more information about careers in academic librarianship, complete the form which follows.

****

I CANNNOT ATTEND THE PROGRAM BUT AM INTERESTED IN LEARNING MORE ABOUT CAREERS IN ACADEMIC LIBRARIANSHIP.

Name: ______________________________

Address: ______________________________

Phone: ______________________________

(Forward to Monique Tokuhara, Library Personnel Office, C-075-h)

****

I WILL ATTEND THE NOVEMBER 9 PROGRAM ON CAREERS IN ACADEMIC LIBRARIANSHIP

Name: ______________________________

Address: ______________________________

Phone: ______________________________

(Forward to Monique Tokuhara, Library Personnel Office, C-075h)

University of Illinois
at Urbana-Champaign

Office of the Vice Chancellor
for Academic Affairs
Swanlund Administration Building
601 East John Street
Champaign, IL 61820

July 25, 1989

TO: Deans, Directors and Department Heads
Academic Units
Urbana-Champaign Campus

FROM: Robert M. Berdahl Robert M Berdahl
Vice Chancellor for Academic Affairs

On October 31, 1987, then Interim Chancellor Weir sent you a letter reiterating "the need for the campus to make a strenuous effort to recruit additional faculty members from underrepresented minorities" and he indicated that resources can be found for such appointments without imposing financial hardships on departments. As a result of this initiative, the campus launched a special program--the Targets of Opportunity Program (TOP)--to recruit outstanding faculty to the campus from underrepresented minority groups. I write now to remind you of the existence of the program and to encourage you to renew your efforts to identify leading faculty whom we might wish to recruit to the campus.

Thus far, we have only been moderately successful in our recruitment efforts. During roughly the same time period, with a similar program, the University of Michigan has recruited nearly four times as many new minority faculty. The success of the program, as in all recruitment, rests almost entirely upon the initiative of departments and the quality of their nominees. We would like to encourage departments to be vigorous in their effort to recruit additional faculty from underrepresented minorities.

The process is relatively simple. If the department identifies a scholar it would like to recruit to the faculty for a tenurable, or very soon to be tenured, position, it should bring the person's credentials to the attention of the dean and request that the dean ask my office to review the candidate for appointment under the program. If the dean agrees, I, along with Vice Chancellor Liebman, Chancellor Weir, and whoever else seems appropriate for reviewing a particular nominee will examine the case. If we are agreed that the person is appropriate for our faculty, I will authorize the department to approach the nominee about the possibility of joining the UIUC faculty. No nominee should be approached for an appointment under the TOP until we have approved the recruitment under the program. To facilitate participation, we will review the nominations at any time, as quickly as possible. Once approval to approach a nominee has been granted, the department will conduct the interview process as it would with any recruitment; the only difference is that the campus will provide the recurring salary funds to the department for the appointment for as long as the TOP recruitment is on the faculty.

I appreciate your efforts on behalf of our building a high quality faculty that also reflects greater ethnic and racial diversity.

cc: Judith S. Liebman
Joseph H. Smith
Morton W. Weir

ACTION ORIENTED PROGRAMS 41 CFR §60-2.13(f)

Other actions which departments and/or units of the University have taken to increase the employment or available pool of minorities at the University of Kentucky include:

1. Developing special seminars to encourage information and cultural exchange among persons of diverse backgrounds, especially minority groups.
2. Participating in graduate student recruitment programs in order to increase the pool of minority faculty.
3. Establishing visiting professorships.
4. Funding special graduate fellowships to assist disadvantaged students.
5. Sponsoring conferences of special interest to black students, and bringing speakers of national prominence to the University to serve as "role models".
6. Developing academic programs of special interest to minority students, e.g., black studies.
7. Participating in community affairs organizations designed to increase communications between whites and blacks, e.g., NAACP, Urban League, Community Action Lexington-Fayette County.
8. Directly contacting potential faculty to determine interest in teaching at the University of Kentucky.
9. Establishing regular contact with minority or women's organizations, including discipline-specific caucuses; listing positions with these organizations.

10. Routinely advertising positions with minority and women's organizations; encouraging applications from their membership.
11. Sponsoring summer programs for the preparation of minority students in the professions. Conducting special summer programs for minority youth.
12. Establishing continuing education courses and counseling for adults, especially women or minorities who have interrupted their education.
13. Providing speakers and educators for community service groups.
14. Evaluating promotion and hiring decisions to assure the absence of bias.
15. Establishing complaint procedures to assure the prompt and fair redress of complaints.
16. Conducting routine evaluations of all staff positions at the University.
17. Participating in community school career-day programs to inform minority and women students about career options available to them.
18. Conducting special training programs for staff involved in selection of new employees to inform them of the requirements of the law and to eliminate bias in all personnel actions. Especially effective in this regard has been the videotape program to train staff in proper interviewing techniques.
19. Developing temporary employment labor pools to retain qualified employees who do not wish to work on a regular basis, or for whom no regular position is currently available.

20. Establishing an "on-call" nursing program to employ nurses at hours or for terms meeting the individual's desire or need to work.
21. Offering of adult education courses at times and locations and in topics designed to attract minority students.
22. Providing assistance to minority student organizations such as Delta Sigma Theta, Alpha Kappa Alpha, Student NAACP, Black Student Union, Black American Law Student Association, National Medical Student Association, and others.
23. Employing student recruiters specifically to inform minority students about education opportunities at the University of Kentucky.
24. Posting at conspicuous places throughout the University all required notices and a statement of the University Equal Employment Policy.
25. Establishing special outreach programs through the Cooperative Extension Service to inform black Kentuckians of their rights and opportunities.
26. Sponsoring programs through the Cooperative Extension Program for women to provide them with information on the changing roles of women.
27. Refusing to make available the services of the Cooperative Extension Service unless the group or individual agrees not to discriminate on the basis of race, religion, sex, or national origin.
28. Stating in all correspondence that the University of Kentucky is an equal opportunity institution.

29. Assisting current employees to further their education.

The University of Kentucky has developed an employee education assistance program with the intention of encouraging employees in the pursuit of college degrees or other advanced education. Employees are permitted to enroll in two courses without charge. See Policy 51.0.

The University also encourages employees to complete high school equivalency by offering GED training on site through a program developed with the assistance of the local school system.

Faculty and staff volunteers provide extensive time to employees enrolled in the Operation READ program which is managed by the University of Kentucky Human Resource Training office. Employees who cannot read or who wish to improve reading skills may enroll in this program for training during the work day.

30. The Employment Offices have utilized the availability of local services to recruit minorities for those jobs not requiring relocation for the applicant. The services used are:

Micro-City Government
Motivation Department
522 Patterson Street
Lexington, KY 40508

Department of Human
Resources
300 South Upper Street
Lexington, KY 40508

Cardinal Hill Hospital
Versailles Road
Lexington, KY

Clearing House for
Ex-Offenders
Court House Building
Lexington, KY

Project AHEAD
University of Kentucky
Lexington, KY 40506

Urban League of
Lexington
615 Georgetown Street
Lexington, KY 40508

Central Kentucky State
Vocational School
100 Vo-Tech Road
Lexington, KY

Opportunity Workshop
of Lexington
650 Kennedy Road
Lexington, KY 40507

Kentucky State University
Director, Counseling and
Placement
Second Floor, Hume Hall
Frankfort, KY 40601

Involvement of University personnel with the above services has been varied. University personnel have visited some of the agencies, invited them to campus offices for meetings, become members of their advisory boards, participated in instruction/training programs conducted by them, and supplied them with job descriptions, job opportunity listings, and employment policies and practices.

31. The Employment Offices distribute weekly the available positions to a diversified population of possible recruitment sources.

32. The Personnel Division has set up recruitment offices in such diverse places as grocery stores and shopping malls to create an awareness of position vacancies to as many potential applicants as possible.

T · H · E
OHIO
STATE
UNIVERSITY

University Libraries

1858 Neil Avenue Mall
Columbus, OH 43210-1286
Phone 614-292-6151

January 22, 1990

Dear University Library Colleague:

As most of you know, one component of the University Libraries' Affirmative Action Plan includes recruitment of under-represented minorities into the field of academic librarianship. Kent State University and the OSU Graduate School are again sponsoring a non-renewable fellowship that includes full tuition plus a twelve month stipend of $7200 for an OSU minority graduate to pursue a masters degree from Kent State's School of Library Science. The student is expected to begin full-time graduate work in the Fall 1990 term and to complete the program within one year (3 terms, including summer term).

Many of you have frequent contact with minority students who either work for you or take advantage of the resources and services offered in your library unit. Please discuss this opportunity with them and encourage qualified undergraduate or graduate students who will have their degree by Spring 1990 to apply for this fellowship. In addition, please become a year-round recruiter and educate minority students about career opportunities in librarianship and the necessary qualifications to enter graduate programs in the field. Because of the interdisciplinary character of library and information studies, students with strong undergraduate preparation in any discipline are well qualified to pursue graduate work in our field. However, students must begin to earn the necessary academic credentials required for admission to graduate programs when they are freshmen and sophomores. Please use the enclosed list of requirements for this fellowship as a guide for your discussions with students.

The Lantern will carry a large advertisement to attract applicants for the 1990 Fellowship. We have enlarged copies of the advertisement to post in various library and campus locations. If you would like additional copies of the posters, please contact David Lincove at 292-6175.

The Dean of the Graduate School has again indicated his support of the Libraries' Fellowship Program by increasing the one-year stipend from $6500 to $7200. It is important that we find a qualified OSU graduate who will commit to the full year of study required to complete the degree at Kent State. Again, we need your help in identifying eligible candidates.

Thank you for any assistance you are able to give us.

Sincerely,

Laura Gavrelis Blomquist

Laura Gavrelis Blomquist
Chairperson, Faculty Affirmative Action Committee

enclosure: Fellowship Information and Requirements sheet

Questions About Your Career?

? ? ?

Have you considered an exciting career in the library and information field?

- university or college librarian
- information manager
- research librarian for business, government, law, medicine
- many other opportunities

Kent State University, School of Library Science-Columbus Program
The Ohio State University Graduate School
Announce Joint Support of the

*Fellowship for Graduate Work in Library and Information Studies for Minority Students**

Must receive an Ohio State University Baccalaureate or Graduate Degree by Spring 1990 and have a minimum GPA of 2.75

- Full Tuition and Fellowship Stipend

Request information or application forms by March 1, 1990 from:

Dr. William J. Studer, Director
The Ohio State University Libraries
Room 106F Main Library
1858 Neil Avenue Mall
Columbus, Ohio 43210
(614) 292-4241

***For underrepresented minorities; i.e., Blacks, Hispanics, and Native Americans**

THE OHIO STATE UNIVERSITY

University Libraries

1858 Neil Avenue Mall
Columbus, OH 43210-1286

Phone 614-292-6151

MEMORANDUM

SUBJECT: Minority Internship Committee

DATE: September 27, 1988

FROM: William J. Studer, Director of Libraries

TO: Mary P. Key, Head
Agriculture Library

By this memo I am appointing you to chair, and the following individuals to serve on the Minority Internship Committee:

Greg Pronevitz,
Catalog Department

Toni Morrison,
Personnel Office

Deborah Rinderknecht
Information Services Department

Geoff Smith
Charvat Collection

The Minority Internship is a key element of the Libraries' affirmative action plan. Its purpose is to provide newly graduated minority librarians an opportunity to develop, through practical experience, the skills needed for the effective practice of academic librarianship. The role of the committee is to plan for the structure and content of the internship, to devise methods of recruiting candidates for the internship, to assist in recruitment, and to evaluate the effectiveness of the internship program. It is expected that this task will take two years, one year to plan and recruit, and one year to conduct and evaluate the first internship.

Enclosed for your information is the Libraries' Affirmative Action Plan, and the existing draft document describing the internship. Jay Ladd and Sharon Sullivan will serve as resource people for the committee, and I am available for consultation, should the committee wish to meet with me.

I thank you and the committee members for your willingness to participate in this important effort, and look forward to receiving a progress report by the end of January.

WJS:jd

Enclosure

xc: Committee Members
Jay L. Ladd
Sharon A. Sullivan
News Notes

0836j

THE OHIO STATE UNIVERSITY

University Libraries

Columbus, OH 43210

MINORITY INTERN PROGRAM

POSITION
Minority Intern

PROGRAM
The Ohio State University has a strong commitment to affirmative action and is actively seeking to increase minority representation in all areas of the University. The University Libraries Minority Internship Program is one component of the Libraries' overall affirmative action plan and is intended to increase the representation of minority librarians at Ohio State and to further the growth and development of minority librarians within the profession. This newly established program is designed to assist a recent library school graduate in making a successful transition to academic research librarianship. Ohio State, one of the nation's largest academic research library systems, has the resources and commitment to introduce and orient the recent minority graduate to the complexities of librarianship in a highly diverse environment. The two year internship will provide the opportunity for hands-on experience in most areas of the University Libraries' operations, including the workings of public and technical services as well as administration. The first year includes introduction/orientation to the various departments and operations, while the second year of the internship will emphasize one or more areas of special interest to the intern.

QUALIFICATIONS
Recent MLS from an ALA-accredited program (degree requirements must be fulfilled by Fall, 1989). Members of minority groups underrepresented at Ohio State are the focus of this program.

STARTING DATE
As early as July 1, 1989, not later than Fall, 1989.

SALARY
$21,600-$23,040 per year, plus benefits. This is a nontenure track, nonrenewable, two-year appointment. During the second year of the program, the intern will be eligible to apply for available faculty positions in the University Libraries. The Libraries will assist an intern who wishes to seek a professional appointment elsewhere.

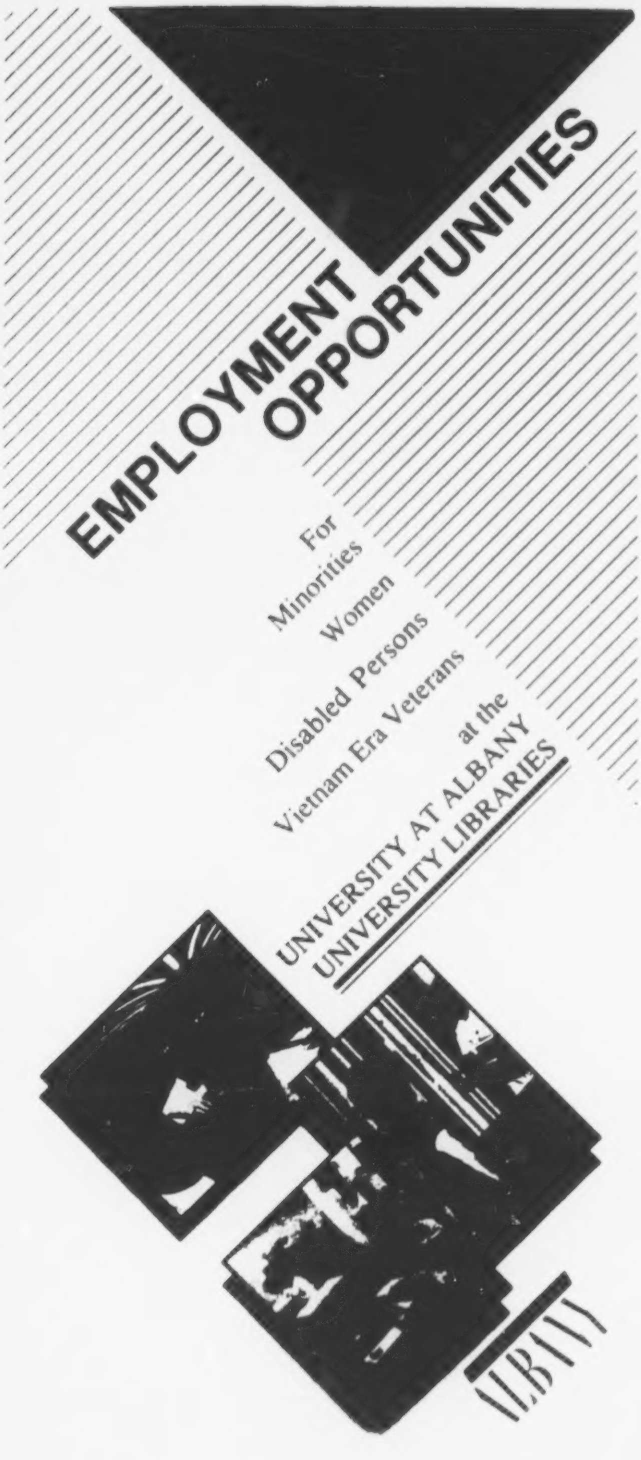
ENVIRONMENT
Founded in 1870, Ohio State is a comprehensive, state-assisted, urban university, offering a complete environment for learning for its 3,800 faculty and 53,000 students. The University Libraries system is composed of the Main Library, twenty-one department libraries, an undergraduate library, the University Archives, and five special collections on the Columbus campus; four regional campus libraries; and the Agricultural Technical Institute's library at Wooster. Staff of the Libraries is composed of 128 librarians and professional staff and over 200 Classified Civil Service staff. Its collection of over four million volumes makes it one of the nation's largest research libraries.

Ohio State is a leader in library user education, with a program that reaches all entering freshman and a developing program of course-related instruction for upper level undergraduate and graduate students. It is also a leader in the development and use of library-related computer technology. The Library Control System (LCS) supports circulation control and serves as an online public access catalog, with full bibliographic records and subject access provided for most holdings processed since 1971. Ohio State is a charter member of OCLC.

APPLICATION
The position will remain available until filled; applications recieved by May 15 will receive first consideration. Applicants should submit résumés; undergraduate and graduate transcripts; and names, addresses, and telephone numbers of three references to Sharon A. Sullivan, Personnel Librarian, The Ohio State University Libraries, 1858 Neil Avenue Mall, Columbus, Ohio 43210. Telephone: 614-292-6151.

THE OHIO STATE UNIVERSITY

IS AN EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



EMPLOYMENT OPPORTUNITIES

For
Minorities
Women
Disabled Persons
Vietnam Era Veterans
at the
UNIVERSITY AT ALBANY
UNIVERSITY LIBRARIES

ALBANY

INVITATION

The libraries of the University at Albany are committed to attaining a diversified work force that reflects the racial and cultural diversity in the Capital District. Albany is the capital city of a progressive state and a focal point for state policy making. The University at Albany is a crossroad of world-wide ideas. The University Libraries are a locus for the ongoing knowledge transfer. These factors provide a unique opportunity for professional growth and fulfilling employment.

We invite you to read about us in this pamphlet and consider the opportunities available at our libraries.

Joseph Z. Nitecki
Director of Libraries

The University Libraries offer a collegial faculty environment in a dynamic service organization.

UNIVERSITY LIBRARIES

- Libraries at both uptown and downtown campuses serving 11,000 undergraduate and 5,000 graduate students
- Over 3 million volumes and non-print materials
- 130 libraries staff plus 200 student employees per year

The libraries have comprehensive services and accessible facilities for the physically challenged

OPPORTUNITIES

If you are a member of a minority group, a woman, disabled individual or veteran of the Vietnam War era, and a college graduate, we encourage you to apply for professional openings at our libraries. We have professional positions throughout the libraries in

- PERSONNEL
- PLANNING
- ADMINISTRATION
- AUTOMATED SYSTEMS
- CATALOGING
- ACQUISITIONS
- COLLECTION DEVELOPMENT
- PUBLIC SERVICE

Professional employees serve on university and library governance committees and participate in professional development activities. They are eligible for continuing appointment and for promotional opportunities across the campus.

The variety of skills developed by professional employees in the University Libraries provide excellent background for university and other public service careers.

- Interpersonal skills
- Bibliographic skills
- Research skills
- Communication skills
- Computer related skills
- Foreign language skills

PROFESSIONAL DEVELOPMENT

- Opportunities for Professional Development Leave and Coursework
- Computer Skills
- Supervisory Experience
- Foreign Language Opportunities
- Service on Library Committees and Task Forces Concerning:
    - Personnel Policies
    - Recruitment
    - Professional Activities
    - Library Issues and Concerns
- Service on University Committees Supporting Diversity

BENEFITS

- **Health Insurance**
- **Vision, Dental and Prescription Drug Insurance**
- **Liberal vacation and sick leave**
- **Tuition and Fee Assistance**
- **Group Long-Term Disability Insurance**
- **Tax-Sheltered Annuities**
- **Retirement Programs**
- **Social Security**

We have professional positions in the University Libraries and are looking for

- BLACKS
- HISPANICS
- NATIVE AMERICANS
- ASIAN-AMERICANS
- DISABLED INDIVIDUALS
- WOMEN
- VIETNAM ERA VETERANS

The University at Albany is an equal opportunity/affirmative action employer. Qualified candidates from all types of backgrounds are encouraged to apply for professional openings. If you are interested in working at the libraries, please contact:

Library Personnel Office
University Libraries
The University at Albany
1400 Washington Ave.
Albany, N.Y. 12222

or telephone **(518) 442-3574.**

UNIVERSITY AT
ALBANY
STATE UNIVERSITY OF NEW YORK

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- social and behavioral sciences
- science and mathematics
- business
- education
- public health sciences
- public affairs
- social welfare
- criminal justice

6.3

MEMORANDUM · THE UNIVERSIT

TO: Library Faculty

FROM: Helen Smirensky, Chair - Professional Activities Committee

DATE: December 7, 1987

SUBJECT: Mentoring Program

This is the final version of the mentoring goals and guidelines incoporating your previous suggestions.

Please keep it on file for future reference.

GOALS

The mentoring program's goals are to streamline the assimilation process of new employees, to promote their professional development, to help them advance in their careers, and to make their stay at the university both productive and constructive.

Mentors help to promote the professional development of their protégés and contribute to an effective and productive library operation.

Protégés and mentors benefit by exchanging viewpoints and ideas and by sharing knowledge and experience.

The library gains by a staff with improved morale, lower turnover, greater efficiency and a better understanding of each others responsibilities.

GUIDELINES

1. Participation is voluntary for both mentors and protégés.
2. The program is available to existing employees as well as new employees hired at any professional level.
3. Mentors will supplement rather than replace assistance provided by supervisors and training programs.
4. Mentors will not be held responsible for the outcome of any personnel actions involving advancement, tenure, or continuing appointment of their protégés.

PARTICIPATION

1. Mentors are Senior Assistant Librarians or above, or Professionals employed by the University for at least three years or those who have gone through advancement, permanent or continuing appointment proceedings.

2. The Mentoring program will begin after a new employee is familiar with his/her responsibilities (usually two to three months). New employees will be informed about the mentoring program on the first day of employment and will be reminded of it at evaluation time.

3. The mentor/protégé relationship will be informal, flexible and will be of specified duration (e.g. six months to two years).

WHAT MUST BE DONE

1. The mentor and protégé will develop specific, written goals at the beginning of the period and evaluate the results at the end of the period by completing an evaluation form. Forms for this purpose will be developed by the Professional Activities Committee and will be distributed by the Program Coordinator who will collect them at the end of each mentoring period.

2. Mentors will:

   a. maintain confidentiality of issues discussed with protegés
   b. refer protégés to established counseling programs for personal non-job-related matters if necessary (i.e. EAP)
   c. reinforce and assist in the development of a good working relationship between protegé and supervisor
   d. contact the Program Coordinator on a periodic basis to discuss progress
   e. complete a brief evaluation at the end of the mentoring period

3. Protégés will:

   a. identify needs, goals and expectations at the beginning of the mentoring period
   b. maintain confidentiality of issues discussed with the mentor
   c. develop rapport with supervisor and request information from the supervisor for departmental issues
   d. contact the Program Coordinator on a periodic basis to discuss progress
   e. complete a brief evaluation at the end of the mentoring period

4. Program Coordinator

The Program Coordinator will be elected from among the library faculty and does not have to be a mentor. The Nominations and Elections Committee will solicit nominations for the office of Program Coordinator and will be responsible for holding biennial elections.

The duties of the Program Coordinator will include:

a. orientation of new mentors

b. matching up mentors with protégés. Mentors and protégés should be from different departments.

c. serve as resource to mentors

d. rearrange assignments of mentors and protégés as requested

e. serve as an ad hoc non-voting member of the Professional Activities Committee

f. submit an annual report evaluating the Mentoring Program with suggestions for its improvement.

MINORITY RECRUITMENT INTERNSHIPS

PLEASE POST OR
CIRCULATE

UNIVERSITY OF CALIFORNIA
The Library at Berkeley
4/90

Minority Graduate Assistantships Available this Summer at the UC Berkeley Library

The UC Berkeley Graduate School of Library and Information Studies and the UC Berkeley Library are pleased to announce the availability of several minority Graduate Assistantships for the Summer 1990 semester. These opportunities are funded through a state grant to the Library School targeted for ethnic minority library school students in their second year of study. Those who qualify cannot currently be receiving state funding. **Grants to individuals may be up to $3,000 for the semester.**

A graduate assistantship consists of a work assignment, or series of assignments, designed to provide additional librarian training for ethnic minorities who have already completed one year of library school study. Currently, these assignments exist at the UC Berkeley Library. Applicants may interview with a Library unit or several units. Selection of graduate assistants will be made by the UC Berkeley Library; placements will be mutually agreeable.

To apply, please submit a resume of your education and work experience, as well as a cover letter outlining your goals for the assistantship. Although there is no deadline for application, decisions will be made as soon as possible. Please send your resume, cover letter, and the names, addresses, and telephone numbers of three work or school references to:

Janice H. Burrows
Director for Library Human Resources
University of California
447 The Library
Berkeley, CA 94720

SCHOOL OF LIBRARY AND INFORMATION STUDIES
UNIVERSITY OF CALIFORNIA AT BERKELEY

FINANCIAL AID INFORMATION

There are a variety of sources of financial aid for students wishing to attend the School of Library and Information Studies at the University of California at Berkeley. Fellowships and scholarships are available from the University and the School. Additionally several professional organizations offer scholarships to students attending a library school. For more complete information on the availability of financial aid refer to Financial Assistance for Library Education, available from SCOLE, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Listed below are some of the fellowships, scholarships and grants currently available:

The Graduate Division of the Berkeley campus offers University fellowships to entering graduate students of exceptional merit who are nominated by their school or department.

Graduate Minority Program fellowships are also awarded to a few newly admitted minority students upon the nomination of the School. These awards are also merit based.

The School is able to award small fellowships from endowment funds to approximately ten entering masters students. Normally students are awarded a maximum of $2000-3000 to cover registration fees.

Each year the Graduate Division awards the School a limited number of non-resident tuition fee waivers to be awarded to MLIS and doctoral students. These awards cover non-resident tuition only and are awarded on the basis of academic excellence.

The California State Library awards scholarships ranging from $1500-5000 to minority students accepted into one of the three California accredited library schools. The awards carry with them the obligation to serve an internship while in school in a public library serving a predominantly ethnic minority community and to complete a course in public librarianship.

Various professional organizations offer scholarships for the purpose of acquiring a masters degree in an accredited school of library and information studies.

These include:

California Library Association which offers a scholarship in memory of Edna Yelland to encourage and support ethnic minority students in obtaining a graduate degree in librarianship. The award is for $2000 and the application deadline is usually in the late spring prior to beginning the first year of graduate study.

There are interesting, challenging and unusual career opportunities for professionals in library and information management. If you know someone interested in working in an academic, legal, business, scientific or technical setting, you may want to learn more about the opportunities for librarians and information managers. You and your staff are invited to join us. . . .

THE CAREER PLANNING AND PLACEMENT CENTER AND THE
UC BERKELEY LIBRARY, OFFICE OF HUMAN RESOURCES
INVITE YOU TO ATTEND
A RECEPTION FOR STAFF & STUDENTS WHO WORK WITH MINORITY STUDENTS

WHEN: Thursday, August 17, 1989, 3:00-4:30 p.m.

WHERE: School of Library and Information Studies
107 South Hall

R.S.V.P.: Susan Kishi, 642-3283, by August 10th

PROGRAM

WELCOME: Patrick Wilson, Acting Dean of the School for Library and Information Studies

INDTRODUCTIONS: Susan Kishi, Career Adviser, Career Planning and Placement Ctr.

BRIEF REMARKS:
Judy Tsou
Lillian Castillo-Speed
Gloria Gideon
Michael Jones

CONCLUSION: Janice Burrows, Director for Library Human Resources

SPONSORED BY:
Campus Planning & Placement Center
Library Human Resources Department

Highlighting Library Careers

Left to right, speaker Gloria Gideon, an alumna and library director at Contra Costa Community College; Dorothy Lazard, librarian at campus's Counseling Center career library; and Susan Kishi, career adviser at Career Planning and Placement Center, discuss ways advisers and counselors to students can encourage more minorities to enter the library and information management field.

A current shortage of librarians is expected to continue well into the 90s, and minority librarians are sought by employers, Kishi explains. The reception was sponsored by CPPC and the Library Human Resources Department. (S.F. Tabachnikoff photo)

MEMORANDUM

DATE: 31 January 1990

TO: All Department Heads

FROM: Janice H. Burrows, LHRD Janice H. Burrows kos

SUBJECT: Recruitment Reception for SLE's and
Library Para-Professionals

On February 28, 1990 from 4:00-5:00pm in the Morrison Room, there will be a special meeting for all Library Student employees and Library staff interested in considering a career as a Librarian. This event is jointly sponsored by LAUC-B and Library Human Resources. There will be librarian speakers, a representative from the Library School and from Campus Placement. We especially wish to encourage minorities to consider librarian careers.

Although UCSD, when they planned a similar reception, paid all employees who attended, it is my recommendation that, where possible, library supervisors grant paid release time to regularly scheduled employees who wish to attend the session during their working hours, leaving those whose work schedules do not coincide with the hours of the reception to attend on their own time. In this way, no employee will lose money by attending, nor will any employee gain pay in addition to their regular schedule. All employees who wish to attend during their work hours will need the written approval of their supervisor.

Please respond ASAP to let us know whether the above release-time policy would work a hardship on any units in your Department. This subject will also be discussed in the Department Head meeting of February 6th.

JHB:lmr

cc: Administrative Group

ATTACHMENT C

SAN DIEGO: THE UNIVERSITY LIBRARY
LA JOLLA, CALIFORNIA

February 20, 1990

TO: UCSD Librarians

FROM: Jackie Hanson JH
AUL - Personnel

Attached, for your information, is the announcement regarding the UC Library Residency Program, the new program designed to increase minority representation on the staff of the UC libraries. A number of you have already received copies of this, but I wanted to be certain that each of you gets one. Notice that March 15 is the date after which applications will begin to be screened, so if you know of any librarians whose applications we could encourage for this program, I hope you will contact them soon or will forward their names to me so that I can contact them. I have been in touch with some local librarians about this program but would welcome suggestions of additional names. Bear in mind, however, that this program is oriented toward people new to librarianship, rather than mid-career librarians who are already well-established in their field.

This program has been advertised in the library journals, the L.A. Times, the San Francisco Chronicle, and through direct mailings to libraries and to individuals.

UNIVERSITY OF CALIFORNIA

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UNIVERSITY OF CALIFORNIA LIBRARY RESIDENCY PROGRAM

The University of California is pleased to announce the establishment of a Library Residency Program in an effort to increase minority representation on the staff of its libraries. The Program provides a two-year residency for two recent library school graduates who are members of underrepresented groups. One residency will be at a northern campus of the University and one at a southern campus. Candidates will have their choice of one of the following programs offered by the campuses indicated:

1. Access Services. (Berkeley) An opportunity to work in various departments providing on-site and off-site access service and delivery of information and documents through electronic systems.

2. Collection Development. (Berkeley, San Diego, or Santa Cruz) The resident will participate in all collection development activities such as selection, deselection, and collection maintenance and preservation.

3. Electronic Information Services. (Berkeley) This residency will focus on the provision of service through video and electronic resources such as non-print media, electronic databases, and computer-aided instruction.

4. Government Publications. (Irvine) An opportunity to participate in all activities of the Government Publications Department, including public and technical services.

5. Medicine/Health Sciences. (Davis or San Diego) The resident will provide public services in a health sciences environment, including assignments on the reference desk, computer literature searching, and bibliographic instruction; at Davis, the resident will also participate in library systems related aspects of technical services.

6. Reference Services. (Davis, Irvine, or San Diego) This residency will provide opportunities for participation in the provision of reference services, primarily in the humanities and social sciences, including assignment on the reference desk, computer literature searching, and bibliographic instruction.

7. Sciences. (Irvine) An opportunity to participate in all aspects of public services in the Science

Library and to be involved in the planning of the new Science Library.

8. Technical Services. (Riverside or San Diego) The resident would work in both acquisitions and cataloging for a thorough background in technical services.

Each of the programs will provide a variety of opportunities for professional enrichment. Each resident will have a mentor who will oversee the residency and offer guidance and assistance during the two-year program. Support will be available for professional development and attendance at appropriate professional conferences.

Residents will enjoy the same opportunities and privileges as other UC Librarians. They will be members of the Librarians Association of the University of California, which advises the University on library and professional matters. They will be eligible for a merit increase after the first year.

Qualifications: Recent MLS from an ALA-accredited program. Salary: $27,360-30,144 (temporary, two-year appointment at the Assistant Librarian level) plus benefits. The positions are represented by the University Federation of Librarians, AFT.

Nominations of candidates are invited. Applications for one or more of the programs listed above may be made by sending a letter of application, resume, and a list of three professional references to:

Rita A. Scherrei
Associate University Librarian
University Research Library #11334
University of California
Los Angeles, CA 90024

The residencies will be available July 1, 1990 and will end June 30, 1992. Applications received by March 15, 1990 will receive first consideration.

The Libraries of the nine campuses of the University of California offer a unique opportunity for Librarians to gain experience in a complex, multifaceted, academic environment. With its budget of over $140,000,000, and its collections of 24,000,000 bound volumes, 350,000 serial subscriptions, 20,000,000 microforms, and extensive holdings of media, archives, and other rare material, the libraries of the University form the largest academic library system in the world.

The University has made a major commitment to increasing the diversity of its staff and student body. The University offers a variety of programs in support of this goal, including ethnic study programs, underrepresented student programs, and multicultural clubs and organizations.

For further information call Dr. Scherrei (213) 825-1201.

ATTACHMENT A

SAN DIEGO: THE UNIVERSITY LIBRARY
LA JOLLA, CALIFORNIA

December 1989

STATEMENT ON
CULTURAL AND ETHNIC DIVERSITY
IN THE UNIVERSITY LIBRARY

Diversity and Library Services

As an institution whose mission lies in collecting and disseminating ideas that have emerged from diverse intellectual traditions representing many peoples over many centuries, the University of California, San Diego, Library recognizes its special role in accommodating and promoting pluralism in all its rich forms. Its services are based on the principle that sustained intellectual excellence is a direct result, not an adjunct consequence, of diverse experiences and expressions interacting freely in an open society. The Library guarantees students, scholars, and staff equitable access to its resources, and for employees, equal access for advancement, without regard to their race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, handicap, or Vietnam-era veteran status.

Affirmative Action and Workforce Diversity

In accord with the University's Affirmative Action Policies and Plans, the Library supports the concept of cultural and ethnic diversity as a positive value in the work place. The UCSD policy states, "In developing affirmative action plans, the University's objectives are to insure that members of groups who in the past may have been victims of employment discrimination are given equal opportunities to compete for jobs and to have their qualifications assessed fairly and to achieve a diversified work force at all levels." The Library's Strategic Plan states the following objective under Goal 6: "Recruit and retain highly qualified and diversified staff."

A fundamental aspect of reaching our objective of recruiting and retaining a diversified work force is that each member of the Library staff must share in this commitment. Additionally, those who are involved in recruitments will need to be guided by these concepts:

1. When positions come open or new positions are created, we will review the job requirements and where possible define them broadly enough to attract a diverse applicant pool, recognizing the difference between academic and staff recruitment.

2. We will actively recruit minority applicants for our open positions.

3. We will assess carefully the applications of all minority applicants in applicant pools, pursuing additional information about their qualifications as needed to gain a more complete picture of their potential.

4. We will try to identify minority candidates to interview for vacant positions, but we will not pursue an artificial match. Our focus will be on striving to make a match between applicant and position that has a high probability of success.

5. In order to increase the diversity of the staff, we may hire people who will bring to the position desirable qualities but who may not have all of the requisite experience upon hire. In such instances, we will be prepared to provide the needed training or guidance.

In addition to our recruitment efforts, we will strive to retain a qualified work force that is culturally and ethnically diverse. To support the goal of enabling people of diverse backgrounds to work together harmoniously and productively, the Library will provide an ongoing educational program on cultural and ethnic diversity for all members of the Library staff. Supervisors and managers will need to insure that their supervisees participate in such educational programs and will be charged with responsibility for insuring that respect for persons of diverse backgrounds is an integral aspect of their internal departmental operations as well as their service to library users. Performance evaluations of all Library supervisors will address these points.

The Library invites members of the Library and University community to suggest ways that it may advance these principles and programs.

University of California at
Santa Barbara

LETTER TO DEANS OF LIBRARY SCHOOLS

Dear

Once again I am writing to ask you to nominate outstanding minority students in your graduate program to the UCSB Minority Internship Program. Since the program began four years ago we have accepted six minority graduates from library schools all over the United States, including the Univerity of Illinois, UCLA, the University of Arizona, Florida State University, Kent State University, University of Wisconsin, Madison, and the University of Wisconsin, Milwaukee. Each year the search committee has had the extremely difficult task of selecting one name from a highly competitive pool of candidates. Interns from our program have gone on to positions at Temple University, the University of California Irvine, Queensborough Public Library and UCSB.

The UCSB minority internship program is two years in length and participants are offered the opportunity to work in two or three areas of the library. During the first quarter of the academic year the intern is assigned to the Reference department, where he/she receives a general orientation to all library departments and training in reference responsibilities including work at the Reference desk. Most interns are able to begin their employment with us in early August so that when the fall term begins at the end of September he/she is ready to accept the responsibilities of a reference librarian. Depending on the intern's interest he/she will continue in the Reference department or move on to another department. So far UCSB interns have chosen to work in the Cataloging department, the Government Publications department, and the Arts Library.

Without your assistance our program could not have been as successful as it has been. I look forward once again to receiving nominations of minority students who will be graduating in spring or summer of 1990.

Sincerely,

Cecily Johns
Associate University Librarian

MINORITY INTERNSHIP PROGRAM
UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The University of California, Santa Barbara Minority Internship Program is designed to provide professional work experience in an academic research library for a recent graduate of an ALA accredited library school. Eligible candidates will be from a protected minority group and United States citizens.

Recruitment is done by soliciting nominations from deans of all ALA accredited library schools in the United States for names of outstanding graduates who complete their graduate work in the Spring or Summer and are available to begin working in August or September. Nominees are invited to apply by sending a cover letter and current resume. A final group of applicants will be identified by a search committee and interviewed by telephone usually in May or June. Appointment offers are made by mid June.

Appointments to the Minority Internship Program are for two years and are made at the Assistant Librarian salary level (currently $27,360) and includes benefits. The interns will be given the opportunity to gain experience in up to three areas of the library and are asked to specify their potential areas of interest in their cover letters. Interns will be eligible to serve on University of California Librarians' Association committees and administrative committees. They will be encouraged to participate in the normal range of professional activities expected of UC librarians and will be given support to attend one or two professional conferences. Interns who complete a year of the internship will be evaluated according the procedures of the University of California Librarians' Association.

Minority Intern Program at UCSB

We are beginning the third year of the Minority Internship Program in the Library, and on September 1 our fourth intern, Mary Young, will join our staff beginning a two year appointment. Mary is an American Indian who is just finishing her Master of Library and Information Science degree at the University of Wisconsin, Milwaukee. She has also earned a Bachelor of Arts in mass communication and journalism from UWM. In addition to her other accomplishments, Mary is a published poet.

The Minority Internship Program was begun at UCSB in the Fall of 1985 when Martha Henderson and Patrick Dawson were hired and began work in the Reference department. Since that time all the interns have worked initially in the Reference department. After a period of time working in Reference and an opportunity to consider opportunities in other areas of the Library, the interns are assigned to another department. Their next assignment is, whenever possible, worked out on the basis of their career interests and the department's ability to offer training and a substantial experience. So far the interns have chosen to work in the Cataloging department and in Government Publications after their stint in the Reference department.

The recruitment process has been carried out by Joe Boisse, the University Librarian, and a search committee made up of Allen Cohen, Sung In Ch'oe, Sylvia Curtis and Sal Guerena. Library Schools are sent a letter asking for nominations and applications of minority students. From the applications the committee selects a group of three to five candidates whom they interview by telephone using a speaker phone so that all committee members can hear the answers to their questions. The successful candidate is offered a two year appointment at UCSB. As part of their internship, they are afforded travel opportunities to conferences and workships to enable them to establish themselves in professional organizations of interest.

Some major changes in the program have been implemented since its inception two years ago. The University administration has agreed to extend the appointments to two years, and the Library is committed selecting a new intern each year. Since recruitment begins in the Spring and employment starts in the Fall, the new intern's term will overlap with that of the previous intern. Diane Johnson, who began in September of 1986, will be continuing through 1987-88 overlaping with Mary Young's first year.

The internship program is funded through a combination of library salary funds and special University funds. The University Affirmative Action Office has been very supportive of the program and has praised the Library's efforts to recruit minorties on campus and outside the University as a model program.

A recent article by Joe Boisse and Connie Dowell in Library Journal (April 15, 1987, pp. 52-54) explains that the major goals of the UCSB program "were to improve the employability of minority librarians in academic research libraries; to provide role models for UCSB minority undergraduates; to create a more heterogeneous group within the UCSB Library; and to provide librarians at UCSB an opportunity to be involved in training new librarians."

Cecily Johns
August 1987

CORNELL UNIVERSITY LIBRARY
RESIDENCE PROGRAM FOR MINORITY LIBRARIANS

PURPOSE

The program will provide minority librarians with professional work experience and training in an academic, research library setting. The primary goal of the program is to actively promote an increase in the number of experienced minority librarians in the research library community. Those who participate will augment their skills and increase their competitiveness for permanent positions in the major research institutions. Eligible candidates will include recent graduates of an MLS or equivalent graduate degree program, or librarians already in the field who wish to acquire necessary expreience to allow them to be competitive candidates for positions in academic, research libraries.

PROGRAM DESCRIPTION

The two-year program is designed to present a view of the purposes and programs of a research library in a major university and to provide residents with an opportunity to participate in the ongoing daily operations of at least two departments or functional areas. Possible combinations of work settings include assignments in technical services and public services; special collections and technical services; or a more specialized library or collection and a larger general library. A program for each resident will be developed which balances the individual goals of the intern with the needs of the sponsoring unit and the overall goals of Cornell University Library.

One resident will be selected each year providing a total of two in the program at any given time. Criteria for eligibility will include an MLS or equivalent library degree and membership in a protected minority group as defined by United States law.

In addition to working within two operational units, residents will have the opportunity to participate in administrative assignments, library committees, and other professional activities. A series of seminars will be offered to broaden the scope of the residents' experience and encourage them to step back and examine some of the critical issues facing academic research libraries.

RECRUITING PROCESS

Initially, the University Librarian will issue a special call for assistance in identifying candidates for the program to the Deans of all accredited MLS or equivalent programs. Advertisements will be placed in the Chronicle of Higher Education, the Library Journal and LJ Hotline, the Black Caucus Newsletter, and other appropriate minority publications.

APPLICATIONS

Those interested in applying to the program should send a cover letter, resume, transcripts, and three letters of recommendation by February 1, 1990, to:

Director
Minority Residence Program
Cornell University Library
Ithaca, New York 14853

8/17/89

CORNELL UNIVERSITY LIBRARY
RESIDENCE PROGRAM FOR MINORITY LIBRARIANS

PROCEDURES

SELECTION PROCESS

Interested departments/units within the CU Library system will be asked to submit general proposals for individual residence programs. These should include strategies for providing ongoing guidance, monitoring progress, and working with the selected candidate and the Program Director to establish goals.

Programs will be selected based on the match between the educational and professional needs of the residents, the needs of participating units, and the needs of the Library system. Cluster or joint programs (involving more than one department/ unit) will be encouraged.

PROGRAM

Residents will be assigned to a primary unit during the first year and shift to a second unit during the second year. The seminar series, open to all librarians will be coordinated by the Director of the Program. First year residents will attend the Academic Orientation Sessions with other new librarians and will be encouraged to participate in appropriate group assignments, such as committees, working groups and task forces.

8/17/89

University of Delaware Library

Library Minority Intern Program

UD Library

The Program

The University of Delaware Library offers a two-year Minority Internship Program intended to increase the representation of minority librarians at the University of Delaware and to encourage the involvement of minority professionals in academic librarianship. The program forms part of the Library's affirmative action plan and reflects the University of Delaware's strong commitment to affirmative action.

First year

Work with librarians in a number of library departments, gaining broadly based experience.

Second year

Concentrate in an area of responsibility to further specific professional goals of the individual.

The intern will be eligible to apply for available continuing positions in the University of Delaware Library.

Opportunities

- Library committee service
- Professional workshops
- Specialized training
- Travel support for two national conferences of professional library organizations each year

The Library

The University of Delaware Library, a member of the Association of Research Libraries and the Center for Research Libraries, is comprised of the Morris Library where the main collection is housed, and four branch libraries.

The collections include:
- over 1.8 million volumes
- over 23,000 current subscriptions
- over 1.8 million microforms as well as other information formats

University of Delaware Library collections parallel the University's academic programs and support all disciplines. The University of Delaware Library is a depository library for U.S. government publications and a patent depository. Special Collections includes comprehensive holdings in the fields of the history of chemistry, engineering and technology; the history of horticulture and landscape architecture;Delawareana; Irish literature and first editions and manuscripts of contemporary American authors.

DELCAT, the integrated online library system, provides a public catalog, automated circulation and acquisitions; DELCAT Plus provides searching access to the contents of journals through four databases of professional journal literature. A new building, completed in 1986, and a dedicated library staff enhance the accessibility of the library materials.

The University

The University of Delaware is located in Newark, Delaware, in the northwest corner of the state and offers a traditional small town college atmosphere. The location gives easy access to major cultural and entertainment centers in nearby metropolitan areas including Philadelphia, Baltimore, Washington, D.C., and New York City. Founded as a small private academy in 1743, the University of Delaware has grown to a major state-assisted university.

Highlights
- Over 20,000 total enrollment
- Land Grant and Sea Grant institution
- Ten colleges–eight offer both undergraduate and graduate degrees in agricultural sciences, arts and science, business and economics, education, engineering, human resources, nursing, and physical education, athletics and recreation and two graduate colleges with degrees in marine studies and urban affairs and public policy
- Cooperative programs with the Henry Francis du Pont Winterthur Museum, the Eleutherian Mills-Hagley Foundation, Longwood Gardens and the Bartol Research Institute
- Strong commitment to increase the enrollment of students from diverse backgrounds and a variety of geographic regions
- More than half of the student body is from outside of Delaware (nearly every state is represented as well as 75 foreign countries)

Qualifications

Recent minority graduate from an ALA-accredited masters program. Interest in academic librarianship and a desire for professional growth.

Salary and Benefits

The minority intern will receive annual compensation at the level of assistant librarian. Benefits include Blue Cross/ Blue Shield, dental insurance, Social Security and course fee waiver. Relocation assistance will be provided. This is a non renewable two-year appointment. The intern will be eligible to apply for available continuing positions in the University of Delaware Library.

To Apply

Send a letter of application, resume, and placement file or the names and telephone numbers of three references to the Assistant Director of Libraries for Administrative Services, University of Delaware Library, Newark, Delaware, 19717-5267. Telephone 302-451-2231.

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, handicap or veteran status in its educational programs, activities, admissions or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, title VI of the Civil Rights Act of 1964, and other applicable statutes. Inquiries concerning title IX, Section 504 compliance and information regarding campus accessibility and Title VI should be referred to the Affirmative Action Office, 307 Hullihen Hall, 302-451 2835

3/90

BEST COPY AVAILABLE

University of Iowa Libraries
Minority Research Fellows Program - Application Form

Description: The UI Libraries offers a qualified SLIS minority student applicant an opportunity to attend the School of Library and Information Science with full tuition support and, at the same time, serve as a research assistant in the University of Iowa Libraries (15-20 hours per week) providing a practical and progressively more professional assignment in a large research library setting. Upon completion of the MLS degree (in a one or two year period) the recipient of the Minority Research Library Fellows award will be appointed for a two year period as Librarian I in the University of Iowa Libraries system. This professional experience will greatly enlarge the Research Library Fellows' career options in the future. Interested individuals should complete all SLIS application forms and enclose a resume in addition to this form and return both to the School of Library and Information Science, Main Library, University of Iowa, Iowa City, IA 52242. APPLICATION DEADLINE IS MARCH 1, 1990 FOR THE FALL SEMESTER.

I. Personal Information

NAME:

ADDRESS:

CITY: STATE: ZIP:

TELEPHONE - Home ( )
Work ( )

II. Background Narrative

INTEREST IN ACADEMIC LIBRARIES (Please use this space to discuss your interests in pursuing a career in academic research librarianship and include areas you particularly wish to explore - 250-500 words)

III. Resume

Please include the following information in your attached resume:

1. PREVIOUS LIBRARY EXPERIENCE
(Include position title, place, dates of employment, brief description of responsibilities)

2. OTHER RELEVANT WORK EXPERIENCE

3. LANGUAGES

4. COMPUTER EXPERIENCE

5. EDUCATION (include all institution of higher education attended, degrees received and major subjects)

THE IOWA STATE UNIVERSITY LIBRARY MINORITY DEVELOPMENT SCHOLARSHIP IN LIBRARY AND INFORMATION SCIENCE

The Iowa State University Library Minority Development Scholarship is being proposed to increase the number of minorities in the field of library and information science and to broaden the diversity of the faculty at the Iowa State University Library.

One candidate will be selected from a national competition to be held in the fall every two years. The successful candidate will be chosen by a Library committee (appointed by the Dean) on the basis of capability for undertaking graduate education in the field of library and information science, for meeting graduate admission requirements, for working effectively with others and for making a measurable contribution to the field. The successful candidate will be awarded a scholarship to undertake study at the School of Library and Information Science at the University of Iowa. The program will cover one full year. Upon graduation from the library science program at the University of Iowa, the individual will work in a two year internship at the Iowa State University Library. This internship will be a learning experience designed around the candidate's strengths, experience and interests. The purpose of the internship will be to provide in depth training to the individual in a number of areas of academic librarianship and to provide an environment for growth in and contribution to the profession.

Funding will be provided to the candidate to cover the costs of tuition and to cover living expenses in the amount of $5,000. The internship at the Iowa State University Library will be paid at the prevailing ISU Library rate for a beginning professional salary (currently $18,700).

University of Michigan Library

Training-Intern Program

The University of Michigan Libraries staff recognize and support the need to promote diversity in the workplace and propose a Training-Intern Program which will assist otherwise qualified minority applicants to gain library specific skills and experience.

Although many minority candidates demonstrate good basic skills, a willingness to learn, and a positive service orientation, they are not able to compete for University Library positions because they lack library specific skills and experience. They could meet their employment potential, however, with the help of a structured training experience designed to sharpen clerical skills and serve as an introduction to the specialized world of libraries.

The Training-Intern Program is intended to increase the minority applicant pool for library clerical positions by sponsoring 6-12 months of training for selected applicants within three clusters: Health Science Libraries, Basic Science Libraries, and Rare Books, Special Collections and Arts Libraries as well as Technical Services. The training component will be individualized and consist of on-the-job training and continued development through HRD or other formal coursework. A foundation of both clerical and library skills will be laid which will enhance the participants' chances for attaining and succeeding in regular positions with the University Library system. This type of training will also support the library's ability to promote minority employees into higher level clerical and P&A positions.

Proposal:

The University of Michigan Libraries are requesting funding to support a Training-Intern Program which will:

1. Identify four minority candidates who lack library specific skills and experience, but who demonstrate the potential to gain them through a structured training program at the worksite.

2. Provide a diverse training experience emphasizing needed basic library skills while providing exposure to a number of job experiences and hiring supervisors within each of the three cluster libraries and technical services.

Because of the considerable turnover in lower-level clerical positions (approximately 30% per year) and the number of overall vacancies in these classes at any given time (approximately 30), the need for qualified applicants is constant. A program of this kind will help the library fill these critical labor needs while accomplishing the very important goal of increasing cultural diversity at all levels.

Library Personnel Office 1/29/90

Frequently, familiarity with library procedures and specialized vocabulary is the deciding edge for those who are hired for positions within the many libraries. The Training-Intern Program will provide this additional expertise along with strengthening knowledge of basic clerical skills.

The following describes how this will be accomplished:

Coordination of Overall Program

The Administrative Assistant in the Library Personnel Office will function as the coordinator for the program and be responsible, in conjunction with an appointed supervisor from each of the Cluster Libraries and Technical Services, for hiring, designing the individualized training plans, mentoring, and monitoring the progress of the four interns.

Training

Three Cluster Libraries & Technical Services will provide the initial basic training in library functions and office-clerical skills for a period of 3 months. This training will be supplemented with HRD course work and other special development based on individualized needs.

Library Experience

After the end of the 3 months training program, the interns will be placed in library units within the Clusters & Technical Services for an additional 6-9 months. This experience will provide additional on-the-job training, a broader overview of branch and divisional libraries, as well as Technical Services, and an opportunity to work closely with library hiring supervisors. This on-the-job training will continue to be supplemented with HRD coursework and other special development based on individualized needs.

Placement

It is expected that the interns will begin to apply for open library positions within 9 months and given the training received, be viewed as especially strong applicants. In the unlikely event that a natural placement does not occur, after a period of 9 months, the Library will be committed to placing the interns into open positions for which they are qualified in consultation with supervisors and the Manager, Library Personnel.

Budget

4 interns - salary grade 06, 100% FTE		$49,920
+ Benefits		11,980
Coordinator (25% FTE)	*	7,115
+ Benefits	*	1,708
Trainers (unit)		4,000
+ Benefits		960
HRD and other formal Coursework		3,000
		Total = $78,683

Please note: The Library is committed to this and is willing to reallocate the cost of 1 intern's salary and benefits and the Coordinator's salary (25% FTE) and benefits. The total amount the Library is willing to fund is $24,300 leaving a balance of $54,383.

UNIVERSITY OF MINNESOTA LIBRARIES - TWIN CITIES

AFFIRMATIVE ACTION INTERNSHIP PROGRAM

Introduction

The University of Minnesota Libraries Affirmative Action Internship Program is designed to provide professional work experience for graduates of library school programs. The major goal of the program is to improve the representation of underutilized groups of librarians in academic research libraries. The internship program will also provide particular opportunities to support the University of Minnesota Libraries' overall efforts to encourage individuals in underutilized groups to pursue other possibilities for appointment in the University Libraries. To this end, the search for applicants to the internship program will include concerted efforts to attract minority candidates.

Program Description

The intern will gain professional work experience for two years at the rank of Assistant Librarian. Salary commensurate with the rank and benefits will be paid to the individual. The program will be tailored to meet the professional goals and expectations of the individual, and will include activities that meet the objectives of the Libraries. The intern will spend a period of time for significant learning experience in at least two departments during the term, allowing the intern to gain skills in several areas of academic research librarianship and administration, and to develop and contribute in more than one area. Department Directors will design assignments that would benefit both the library and the intern. For example, an intern in the cataloging unit may spend some time in each section, including, original monographic, serials, special collections, etc. During the second year the intern will be assigned to one department, based on the individual's specialized interest and the libraries' needs, for more in-depth experience.

The individual will be subject to the policies for Academic Professional staff as they apply to all librarians at the University. However, the six-year probationary period does not apply to the period covered by the internship appointment.

Recruitment

Beyond traditional recruitment strategies, the University Librarian and/or designee will personally visit library schools that have large numbers of minorities. Ads will also be placed in journals and other places where a large percentage of minorities will have access to the information. Deans from accredited American Library Association library schools and directors of libraries will also be asked to provide nominations. All nominated candidates, as well as those who apply personally, will be required to submit a resume, a letter expressing their interest in and expectations from participation in the program, and the names of three references who are familiar with their backgrounds and/or work experiences. An appointed search committee will screen the applications, arrange for appropriate staff interviews and recommend to the University Librarian the candidate for appointment.

Selection

Selection will be based on the following criteria:

1. Motivation to participate in the program, demonstrated by the candidates' resume and their written application; their statement of interest in and expectations of the program, and the strength and support given in the letters of reference;

2. The candidate must be a graduate from an ALA accredited library school;

3. The likelihood of professional growth and promise for long-term success in and contributions to the profession.

Mentors

The mentors will be selected by the Department Director in each department based on their ability and willingness to participate in the program. Mentors will facilitate training and provide career guidance and staff development opportunities. A program will be designed for the intern to provide work experiences consistent with the goals of the University Libraries and the stated career goals of the individual.

Evaluations

After the completion of each three months segment of the internship program, the supervisor of the assigned unit, and the intern will be asked to evaluate the intern's program and to suggest modifications, as needed.

Intern Involvement

Exposure to and participation in administrative and on-going programs and activities will be provided, such as search committees, standing committees, task forces, and the training and staff development program.

Regular employment opportunities will be open to interns as part of the normal open recruitment process. If a permanent position is not likely at the University by the end of the second year of the internship, the Libraries will provide additional career counseling and will bring vacancy announcements from other libraries to the attention of the intern.

November, 1989

THE
OHIO
STATE
UNIVERSITY

University Libraries

1858 Neil Avenue Mall
Columbus, OH 43210-1286

Phone 614-292-6151
FAX 614-292-3061

Thank you for your recent inquiry regarding the Library and Information Studies Fellowship co-sponsored by Kent State University and the Ohio State University Libraries and Graduate School. This non-renewable fellowship provides a full tuition waiver to the Kent State program and a twelve month stipend of $7200. The applicant must be an Ohio State University graduate or graduating senior and a member of an under-represented minority; i.e., Black, Hispanic or Native American. The fellowship recipient must enroll full-time in the Kent State University program and complete the degree within one year.

Enclosed are some materials describing the fellowship and career opportunities in Library and Information Science as well as pertinent information and application forms for both the fellowship and admittance to the Kent State Program. A checklist of procedures and deadlines for completing your application is also included. Please complete the application forms as soon as possible and forward them to: Dr. Mary Kim, the Director of the Kent State University's School of Library Science's Columbus Program.

If you have additional questions or would like to talk with someone about the fellowship or a career in library and information science, please feel free to contact any member of the University Libraries' or Kent State University's School of Library Science's faculty. For your convenience, we have enclosed a list of several faculty who would be pleased to discuss this opportunity with you.

We look forward to receiving your completed application and to meeting with you in the near future.

Sincerely yours,

Dr. William J. Studer
Director, The Ohio State University Libraries

KSU/OSU MINORITY FELLOWSHIP PROGRAM
LIBRARY AND INFORMATION SCIENCE

Checklist of Application Procedures and Requirements

A. By April 15, 1990: Submit the following to the KSU-SLS Columbus Program, 124 Mount Hall, 1050 Carmack Rd., Columbus, Ohio 43210

1. Application for admission to the KSU Graduate School (3 copies).

2. Two official transcripts (not copies) of academic work done in all institutions of higher education attended. [June 1990 OSU graduates need to supply only one official transcript of the degree in progress by April 15].

3. KSU/OSU Minority Fellowship Application (3 copies)

4. Three letters of reference from persons familiar with applicant's academic and/or employment record.

5. Personal letter of 500 words or less written by applicant explaining interest in career in library and information science and his/her future plans after graduation.

6. Check for $25.00 for application fee, payable to Kent State University.

7. Application for graduate assistantship if applicant wishes to also be considered for a KSU assistantship. [Yellow form in packet].

B. By April 15: Submit Graduate Record Examination scores to the Graduate College, Kent State University, Kent, Ohio 44242.

This applies to applicants with undergraduate GPA's less than 3.25 who took the GRE on or before February 3, 1990.

C. By May 15: Complete required interviews with OSU Libraries faculty and KSU School of Library Science faculty, appointments to be initiated by KSU/OSU faculty members.

D. By June 29: Submit the following:

1. Graduate Record Examination scores for applicants taking the April, 1990 GRE, to the KSU Graduate College, at Kent. Deadline to register for the April GRE test date is March 15, 1990. Application forms available at the OSU Admissions Office or the KSU-SLS Columbus Program.

2. Three copies of official transcripts for June, 1990 graduates, to KSU-SLS Columbus Program.

E. By July 17:

1. Receive notification of award decision.
2. Receive notification of KSU assistantship decision.
3. Receive notification of admittance to KSU School of Library Science. [Applicants graduating earlier than June, 1990, will receive this notification at an earlier date, if all materials are submitted by April 15.]

REMEMBER:

1. Your application for the fellowship will be considered only if you meet the minimum admission requirements for the KSU Graduate School.
2. Deadline for registration for the April 21, 1990 Graduate Record Examination is March 15, 1990. Applicants should request that scores be sent to the KSU Graduate College in Kent. April scores will be released around June 1. Only GRE scores less than 5 years old will be considered.
3. All application materials, with the exception of the GRE scores, must be sent to: KSU-SLS Columbus Program
   124 Mount Hall
   1050 Carmack Road
   Columbus, Ohio 43210
4. Graduate Record Examination scores must be sent directly to Kent:
   Graduate College
   Kent State University
   Kent, Ohio 44242

KENT STATE UNIVERSITY/THE OHIO STATE UNIVERSITY JOINT MINORITY FELLOWSHIP IN LIBRARY AND INFORMATION SCIENCE

In cooperation with The Ohio State University Libraries, Kent State University's School of Library Science is offering a full tuition waiver to an Ohio State minority graduate or graduating senior interested in pursuing a Master's degree in library and information science. The Ohio State Graduate School will provide a twelve-month stipend of $7200. The Fellowship is nonrenewable, and the recipient is expected to complete the degree in one year.

Interested candidates for the fellowship should feel free to discuss the opportunities in the field with any member of The Ohio State University Libraries' or Kent State University's School of Library Science's faculty.

Requirements:

- Interest in a career in Library and Information Science, preferably with an emphasis in academic librarianship.

- Member of an "under-represented" minority: specifically, Black, Hispanic or Native American.

- Award of an OSU baccalaureate or graduate degree no later than Spring quarter 1990.

- A minimum 2.75 grade point average in your undergraduate program.

- The Graduate Record Examination. This requirement is waived for students with a 3.25 or above grade point average. (The next GRE will be given at Ohio State on April 21, 1990. You must apply to take the test by March 15, 1990. Registration forms are available in the OSU Admissions Office, 3rd Floor, Lincoln Tower.)

- U.S. Citizen

- Candidate must be able to pursue the degree full-time beginning Fall Term 1990 and hold no other type of employment/appointment.

To apply for the fellowship: Pick up an application packet at the Reception Desk in 106 Main Library and return to:

Dr. Mary Kim
Coordinator, Kent State University: Columbus Program
124 Mount Hall
1050 Carmack Rd.
Columbus, OH 43210

KSU/OSU MINORITY FELLOWSHIP SCHEDULE

Date	Activity	Completed By
1/15-3/15	Advertise in Lantern, distribute posters, etc.	OSU/KSU
1/15-4/15	Respond to inquiries about program and mail information packets.	OSU and KSU
1/15-4/15	Receive applications. Make copies and distribute according to distribution schedule	KSU: Columbus Program
4/15-4/30	Hold joint KSU/OSU meeting to review files. Select candidates for interviews. Schedule individual and/or joint interviews.	OSU and KSU representatives
4/15-5/15	Interview candidates.	OSU and KSU representatives
5/15-6/15	Hold joint KSU/OSU meeting to rank candidates.	OSU and KSU representatives
	Consider candidates for KSU assistantship as well.	KSU: Columbus Program
6/30	Forward remaining materials to Kent for June, 1990 graduates.	
6/30-7/10	Review final transcripts and GRE scores to verify earlier rankings. Select candidate.	KSU and OSU representatives
	Complete KSU admission process on pending files.	KSU Graduate College and KSU-SLS
7/10-7/12	Call selected candidate to insure continued interest and verbally offer the fellowship.	OSU representative
7/13	Mail letter announcing award with all required OSU paperwork, e.g., tax forms, etc.	OSU representative
7/13	Mail letter announcing admission to KSU. If earlier admission letter sent, follow-up with congratulatory letter, including registration information, handbook, etc.	KSU-SLS
7/13	Mail letter announcing decision regarding graduate assistantship, if not done so already.	KSU: Columbus Program

Applicant Name: ________________________________

KSU/OSU JOINT MINORITY FELLOWSHIP

Distribution Checklist for Materials Submitted to KSU-SLS Columbus Office

Date

1. Application for admissions to KSU Graduate College
___ a. 3 originals to KSU Graduate College
___ b. Photocopy for OSU to Laura Blomquist, OSU Ed/Psych Library.
___ c. Photocopy for Columbus Program.

2. Two official transcripts
___ a. Originals to KSU Graduate College [Partial transcripts for June, 1990 graduates will not be forwarded].
___ b. Photocopy for OSU to Laura Blomquist, OSU Ed/Psych Library.
___ c. Photocopy for Columbus Program.

3. KSU/OSU Minority Fellowship Application
___ a. Original to KSU-SLS office at Kent
___ b. Original to OSU to Laura Blomquist, OSU Ed/Psych Library.
___ c. Original to Columbus Program.

4. Three letters of reference
___ a. Originals to KSU-SLS office at Kent
___ b. Photocopy to OSU to Laura Blomquist, OSU Ed/Psych Library.
___ c. Photocopy to Columbus Program.

5. Personal letter of 500 words.
___ a. Original to KSU-SLS office at Kent.
___ b. Photocopy to OSU to Laura Blomquist, OSU Ed/Psych Library.
___ c. Photocopy to Columbus Program.

6. Check for $25.00
___ Forwarded to KSU Graduate College with application and transcripts.

Distribution of Materials Sent or Received by Kent Office of KSU-SLS

7. Admission letter from KSU to student.
___ a. Photocopy for Columbus Program.
___ b. Photocopy for OSU to Laura Blomquist, OSU Ed/Psych Library.

8. Graduate Record Examination Scores for applicants with GPA < 3.25.
___ a. Photocopy for Columbus Program.
___ b. Photocopy for OSU to Laura Blomquist, OSU Ed/Psych Library.

Mailing address: Laura Blomquist
Education/Psychology Library
060 Arps Hall
1945 N. High Street
CAMPUS MAIL

OSU/KENT STATE MINORITY FELLOWSHIP

Telephone Log

Name of Applicant: ______________________

Telephone numbers:

Home: ____________

Committe Member : ______________________

Work: ____________

DATE	SUMMARY OF CONVERSATION

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OSU/Kent State Minority Fellowship

Summary of Personal Meeting

Committee Member: ______________________________ Date: _________

Candidate Name: __________________________ Telephone Numbers:

(home) _____________

Address: _________________________________ (work) _____________

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KSU/OSU JOINT MINORITY FELLOWSHIP FOR OSU GRADUATES

Publicity Inventory/Schedule - 1990

Letters (all letters included an information sheet; other enclosures in parentheses)

1. To University Library Colleagues - 260 faculty & staff.
2. To OSU Black, Hispanic, and Native American Faculty (ad.)
3. To College Secretaries (poster, ad., Note: same letter as 2.)
4. To University Affirmative Action Council Members (ad., Note: same letter as 2.)
5. To College Honors Directors (poster, ad., Note: same letter as 2.)
6. To Chairperson, Black Studies - Wm. T. McDaniel (acting) (15-20 copies of ad., contact list)
7. To Director, Counseling and Consultation Services - 4th Floor, Ohio Union (ad., poster, contact list)
8. To Residence Halls Advisory Council - 42 members Contact: Patty O'Grady (ad)
9. To Residence Hall Minority Concerns, Program Manager (ad)
10. To student leaders - 30 (ad., poster, contacts) get list of current student organizations from Student Organizations and Activities, 344 Ohio Union, 2-6061 and list of Black/Hispanic Sororities/Fraternities from Greek Affairs.
11. To University Mentoring Program, Joyce Vaughan (ad, poster)
12. Ms. Bernice McDaniel, Academic Counselor, College of Arts and Sciences (ad, contacts) personal contact of LGB, she may have also received this info from her College Secretary
13. To clergy of Black churches (ad., contacts Note: variation of letter in 10.)

Press Releases

1. Library Opportunities - State Library of Ohio publication
2. OSU Library Staff Forum
3. University Communications, Contact: Reggie Anglin (2-2711) He is in charge of minority communications and has contacts

with minority press, radio stations, etc. Note: Mr. Anglin is blind, therefore it is best to have statements, questions, etc. prepared before contacting him. He either types on a Braille typewriter or uses a tape recorder. The cleaner the copy, the easier it is for him.

Advertisements

1. **Lantern** (4 advertisements - need to be camera ready to save money)

2. **Dimensions** - Black Student Newspaper (ad., letter to editor)

Posters Only (Posters were also distributed with many of the letters, see above)

1. Ohio Union Bulletin Boards

2. Office of Minority Student Affairs (2-4222)

3. Frank W. Hale Black Cultural Center (2-0074)

4. Residence Halls/Graduate Student Housing

5. Office of Continuing Education

6. College Honors Offices and Honors Centers

7. Kent State - Columbus Program Office

8. Student Financial Aid Office

9. All OSU Columbus and regional campus libraries

UNIVERSITY OF SOUTH CAROLINA
THOMAS COOPER LIBRARY
DAVIS COLLEGE OF LIBRARY AND INFORMATION SCIENCE

COOPER/DAVIS INTERN

Requirements:

This internship is for a minority student who is enrolled or will enroll in the College of Library and Information Science (CLIS) at the University of South Carolina.

A 3.00 undergraduate Grade Point Average is highly preferred.

Applicants with an interest in academic librarianship are desired.

Previous library work experience is not required.

There is no requirement on subject background at the undergraduate level.

A selection committee will review applications and choose the intern. The Dean of Libraries or his designee, the Dean of the College of Library and Information Science or his designee, the Special Assistant to the Dean of Libraries and the Recruiting Officer of CLIS will make up the committee.

The Internship:

Appointment is for one year.

The intern will work 20 hours per week.

Upon satisfactory completion of the intern program, the intern will be granted a graduate assistant position for the second year of graduate school in library science.

The intern will have two primary duty areas:

Public Services -- main reference

Technical Services -- cataloging or acquisitions

There will be three blocks of experiences:

The first block will be in main reference.

The second block will be in cataloging or acquisitions.

The third block will be an introduction to all other library departments and may be interspersed into the first two blocks. This block is to include extra time in a department library such as the Science Library or in a second area of Technical Services.

Supervision:

Intern Program Coordinator - Special Assistant to the Dean

Intern's immediate supervisor - Department head of the area to which the intern is assigned or a designee of the department head.

College of Library & Information Science contact person - student's faculty advisor

Evaluation:

An evaluation of the intern will be provided after the first month in each area and will be conducted by the department head or designee.

A final evaluation will be provided by each department head when the intern leaves the department.

Entrance and exit interviews will be provided by the Dean of Libraries and the Dean of the College of Library and Information Science or their designees.

The experience is to consist of:

realistic duties for a librarian - ex. reference desk duty, cataloging materials, etc.

a meaningful project in each area

involvement in a planning activity - ex. a library workshop

participating on a committee as a student advisor

attending various administrative meetings: department head, administrative group, division meetings

attending at least one library faculty meeting; graduate assistant meetings, seminars, etc.

touring each library department with the department head who will explain the work done in that department, the work flow, the interaction of that department with other library departments.

attending an SCLA and/or an ALA conference paid for by the Library

When possible a mentor on a publishing project or presentation project should be provided.

Prepare for a meaningful career

Minority

Internship/scholarship in

Library and

Information

Sciences

STONY BROOK
STATE UNIVERSITY OF NEW YORK

Are you looking for a career with diverse opportunities and room for personal growth? Consider the multifaceted work of a career in library and information science. The information field is growing, and the work of librarians, the original information experts, is expanding to keep pace.

Do you enjoy solving problems and exploring the unknown? Every day librarians sift through clues, uncover facts and help people weave knowledge from threads of information .

Do you want to make a significant contribution to your community? Librarians serve the needs of all the people in the community. They provide not only information but also many public service and educational programs through lectures, meetings and outreach projects.

Are you *fascinated* by the latest technological developments? From personal computers to local area networks to huge main frame based retrieval systems, librarians and information specialists are responsible for the design, development and implementation of advanced computer and communications systems.

In a time where many jobs are being eliminated, the outlook for library careers is very good in almost all sections of the country. Currently there is a shortage of librarians that is expected to continue well into the 1990's. Today librarians work in a wide variety of environments including business, government, law, medical, academic, school and public libraries.

Starting salaries generally begin in the $20,000's, and top salaries in the profession exceed $100,000 annually.

Reprinted from American Library Association Recruitment Brochure.

MINORITY INTERNSHIP/ SCHOLARSHIP IN LIBRARY & INFORMATION SCIENCES

In order to make more minority students aware of the career possibilities in librarianship and information sciences, the University Libraries in conjunction with the Graduate School of Information Science and Policy at SUNY Albany is pleased to announce the Minority Internship/Scholarship in Library and Information Sciences (MILIS). MILIS is an internship/scholarship program for minority students (U.S. citizens) interested in pursuing graduate education and a career in the field of Library and Information Sciences.

Interested minority students are encouraged to apply during their junior year for this program which includes a year-long paid internship in the University Libraries as well as full financial support to attend graduate school at SUNY Albany's School of Information Science and Policy. As part of the internship, students will work approximately 10 hours per week in the library and be paid a wage of $6.00 per hour. Under the direction of members of the library faculty, interns will receive exposure to, and training in, the broad areas of technical and public services, including cataloging and reference. Interns will also work closely with an individual member of the library faculty who will serve as a mentor.

Upon successful completion of the MILIS program and admission to the graduate program at Albany, students will be provided with full financial support including tuition and a stipend to attend graduate school at SUNY Albany's School of Information Science and Policy. Even if you have never thought about a career in the field of library and information science we encourage you to consider participating in this exciting and innovative program.

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Yes! Please send me an application for the MILIS program

Name: ____________________

Campus Address: ____________________ Campus Phone: ____________

Home Address: ____________________ Home Phone: ____________

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
First Class Permit No. 44 Stony Brook NY

Postage Will Be Payed By Addressee
Ms. Judith Kaufman
Personnel and Development Librarian
Library Administration
State University of New York at Stony Brook
Stony Brook, NY 11794-3300

Need more Information?

If you need more information about the MILIS program please contact Ms. Judith Kaufman in Room W1514, Main Library (632-7100). If you need more information about careers in librarianship/information science, the books and articles listed below may be helpful. All of the titles below are in the Main Library Reserve Room, listed under the course LIS 999.

Books

Bulletin of the Nelson A. Rockefeller College of Public Affairs. SUNY Albany, 1988/89.

Financial Assistance for Library Education. American Library Association, 1988.

Librarians for the New Millennium. American Library Association, 1988.

Josey. Opportunities for Minorities in Librarianship. Scarecrow Press, Inc., 1977.

Josey. What Black Librarians are Saying. Scarecrow Press Inc., 1972.

Sellen. What Else You Can Do With a Library Degree. Gaylord Professional Publications, 1980.

Spivack. Careers in Information. Knowledge Industry Publications, Inc. 1982.

Articles

Gaughan. "Job Seekers Market for Librarians." American Libraries 19 (Mar. 1988) :180-181.

Harris. "Career Aspirations of MLS Students." Journal of Education for Library and Information Science. 27 (Summer 1986) :31-37.

Learmont. "Placements and Salaries 1987." Library Journal. 113 (Oct. 15, 1988) :29-36.

Mathews. "American Indian Libraries." American Library Association Yearbook 13 (1988) :28-29.

Miller. "Reforma: National Association to Promote Library Service to the Spanish Speaking." American Library Association Yearbook 13 (1988) :283-284.

Smith. "Black Americans." American Library Association Yearbook 13 (1988) :78-83.

Tsai. "Asian Pacific American Library Association." American Library Association Yearbook 13 (1988) :51-52.

Van House. "MLS Students' Choice of a Library Career." Library and Information Science 10 (Apr. 1988) :157-176.

Wilson. "Chinese-American Librarians Association." American Library Association Yearbook 13 (1988) :116.